SERVING OUR PUBLIC:
STANDARDS FOR ILLINOIS PUBLIC LIBRARIES

Revised Edition

Illinois Library Association,
Public Library Management Forum,
Standards Review Committee

ILLINOIS LIBRARY ASSOCIATION 1997

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Illinois Library Association, Public Library Management Forum

Preface

In March 1993, the Illinois Library Association Executive Board of Directors asked the Public Library Management Forum to form a committee to review and revise *Avenues to Excellence II*. Prior to this revision, there were three previous sets of standards:

Measures of Quality: Illinois Library Association Standards for Public Library Service in Illinois was adopted by the association in 1971. The preparation of this first set of Illinois state standards was made possible by an LSCA Title I grant administered by the Illinois State Library.

Avenues to Excellence: Illinois Library Association Standards for Public Library Service in Illinois was adopted by the association in 1982. *Avenues to Excellence* introduced tables of numerical standards based on population. The concept of "output measures" as an approach to library evaluation was also introduced at this time.

Avenues to Excellence II: Illinois Library Association Revised Standards for Public Library Service in Illinois was adopted by the association in 1989. In these standards, output measures replaced numerical standards as the basic approach to quantitative evaluation of library services.

The review committee first met during the 1993 ILA conference in Springfield. The first draft of the revised document was presented during the 1995 ILA conference in Peoria. During the months following the conference, the committee held one or more hearings for each library system. At these hearings, as well as through memos sent to system directors, the committee strongly encouraged colleagues to give written or oral feedback.

In September 1995, the committee reconvened to review the notes taken during the hearings as well as comments received through fax and mail to determine what modifications would improve the document.

The revised draft was adopted by the Illinois Library Association Executive Board of Directors on November 3, 1995. *Serving Our Public: Standards for Illinois Public Libraries* will be in effect August 1, 1996.

Acknowledgment

The purpose of *Serving Our Public: Standards for Illinois Public Libraries* is to help people who govern, administer, and staff the public libraries of Illinois develop and maintain high quality library service in their communities. The standards are not a celebration of mediocrity nor are they intended to provide a level of comfort by showing activities or statistics that represent a hypothetical average. Rather, the standards provide a path, sometimes difficult, to an ideal.

The basic premise of *Serving Our Public* is that all Illinois residents are entitled to high quality library service that is consistently gracious and friendly and that effectively and efficiently meets their needs.

An underlying concern reflected throughout *Serving Our Public* is that the document is valid for all Illinois public libraries—those serving a population of less than one thousand as well as those serving over two million. The more than six hundred communities served by Illinois public libraries vary widely in terms of both wealth and population. *Serving Our Public* is designed to be applicable and helpful in all of these communities.

Serving Our Public is also an essential document under Illinois state law, which requires Illinois public libraries to "Provide, as determined by the State Librarian, library services which either meet or show progress toward meeting the Illinois library standards, as most recently adopted by the Illinois Library Association." [75 ILL. COMP. STAT. ANN. 10/8.1 (1)]

Serving Our Public builds on but also varies significantly from *Avenues to Excellence II*. There is a greater use of tables of numerical standards, model and sample policies, and bibliographies. In response to extensive input from public library trustees and administrators, the use of "output measures" to define a level of quality or to compare one library to another has been eliminated. (See "About Output Measures" following the "How to Use" section.)

The process of review and revision entailed a thorough study of *Avenues to Excellence II* as well as the public library standards from more than twenty other states. In determining the focus of the revision, the committee used its combined experience and sought the opinions of colleagues throughout the state. Working drafts of each section were reviewed by appropriate ILA forums as well as individuals with particular areas of expertise. Their help was invaluable in developing this document. The actual numbers that appear in the numerical standards come from a variety of sources, including previous Illinois public library standards, public library standards from other states, consultation with faculty at the Graduate School of Library and Information Science at the University of Illinois, and (for more-technical standards) consultation with nationally recognized experts.

To quote Heraclitis, "Nothing endures but change." Although the committee tried to incorporate relevant changes in legislation, technology, and other areas into this document, it was eventually time to stop writing and start printing. It will be up to the users of this document to remain fresh in their fields and continue the process of revising *Serving Our Public* until a new committee takes up the task in another five years.

1. Beginning with Core Standards (Chapter I), divide the document into manageable segments, and then schedule a review and discussion of each segment over the course of several board meetings. The same process can be used to introduce the document to the staff. Has the library met all the core standards? Is the library making any progress in meeting the core standards? Which of the specific areas— governance, personnel, etc.—should be targeted for improvement? Using the tables, decide which levels are appropriate for the library. For example, some libraries will have a well-established and effective public relations and marketing program but need to do more work in collection management. *Serving Our Public* can serve as a checklist to determine "How are we doing?"

2. Once the board, administrator, and staff become familiar with *Serving Our Public*, they will be able to use the document to revise their library's long-range plan.

3. In subsequent years, it may be productive to continue the process of reviewing *Serving Our Public* over the course of a year rather than trying to do it all at one board or department head meeting.

Establishing statewide public library standards does not contradict the need to develop library services that address local needs. Statewide standards establish a foundation or a springboard from which to develop local goals. Indeed, it would be a failure of this document if the use of it resulted in a diminution rather than an improvement of local services. Many libraries provide services and collections that are not specifically mentioned in this document. Fully staffed genealogy and local-history rooms and collections, computer services that include a program of instruction, story times at day-care centers and other remote points are a sampling of what is available in some Illinois public libraries.

Core Standards

The core standards, first introduced in chapter 1, are considered essential to the provision of quality library service. Many are legal requirements as noted by accompanying citations. Although a few of the standards may never be achieved by some of the libraries, this signifies funding problems rather than invalid standards. For convenience, the core standards that apply to each chapter are repeated there and designated by "Core 1," etc.

Supplemental Standards

The supplemental standards, listed in each of the subsequent chapters, provide a more-detailed blueprint for addressing, developing, and improving specific areas of library activity. While the core standards apply to all public libraries on a continuing basis, the degree to which the supplemental standards apply to each library may vary during each library's history.

The fact that a library cannot meet one of the core standards does not mean that the library should not use the supplemental standards.

Appendices

Many of the numerical standards are in the form of tables, with standards for libraries at four levels: "minimum", "growing", "established", and "advanced." It is the intent of *Serving Our Public* that these levels must be self-designated, with each individual library selecting for itself the appropriate goal toward which it should strive. Certainly, no rigorous definitions of the meanings of the four terms are possible. Note that "base" is not a level of achievement. Base is a number that is used as part of the calculation of a target figure. An example of how to do the calculation is provided with each table.

The ALA documents included in the appendices were the most current at the time this publication went to print. In the future, you may wish to check with the ALA Office for Intellectual Freedom to determine if any documents have been revised.

Specific Populations

Service to children and young adults is not relegated to a separate section. Children and young adults are an integral part of the service population. Although there are occasions when specific reference will be made to a target group—such as children or persons with disabilities—to highlight the importance of that group, the standards are intended to apply to all people in the library's service area. *Managing Change: Directions for Youth Services in Illinois Public Libraries*, written by a task force of the Youth Services Forum, develops in greater detail the role and work of youth services librarians.

About Output Measures

While encouraging the use of the majority of output measures as an effective way to measure a specific activity of a given library from year to year, the committee also felt that there were serious flaws in the use of output measures to assess quality or to compare one library to another. Therefore, the committee chose not to use output measures as part of a standard or to determine a level of service. Nor did the committee recommend that libraries go through the process of performing all the measures every year just for the sake of doing so. There are several instances in *Serving Our Public*, however, where an output measure is suggested as a way to measure a specific activity. To quote from *Output Measures for Public Libraries*, 2nd edition:

> Most libraries will use only a few of these measures to begin with, then perhaps add others as needed and feasible. The basic question to ask in choosing measures is: Does the value of the information justify the effort? You should collect only as much information as necessary, and collect the data that best support the decisions to be made.

The following are some of the problems the committee identified when output measures are used to measure quality or to compare one library to another.

1. A decrease in circulation, usually considered undesirable, could be attributed to any of the following positive activities:

   . An improved reference collection that enabled patrons to get answers from reference books rather than from circulating material

   . A new or expanded facility that provided a comfortable space in which to use materials in the library

   . Availability of full text through electronic retrieval

2. In comparing one library to another, one library's higher or lower percentile could be attributed to differing procedures or methods of data gathering rather than being an indicator of a superior or inferior library.

   Registration as a percentage of the jurisdictional population. Varying library card renewal periods affect the output measure. A one-year renewal yields a lower percentage of registered borrowers than a three-year renewal. Some libraries issue cards to newborns; others set the age at 6 or older. Some have more stringent procedures for obtaining a card.

   Reference transactions per capita. Here lack of agreement on what is a reference question affects the output measure. For example, one library counts a list of titles from one patron as one question; another counts each title as a separate question. Some libraries count questions about library programs; others do not.

   Fill rates. Lower fill rates could be attributed to a larger number of best sellers, a new and popular investment club, or a mass school assignment.

   Turnaround rates. A low turnaround rate could indicate a large collection with considerable depth, a strong local history or genealogy collection, or a large or small irrelevant collection. A high turnaround rate could indicate a large and popular collection or a skimpy but popular collection. Consider that the turnaround rate for feature-length videos is about 35 compared with less than .5 for biographies. Would the public be best served by spending the entire materials budget on multiple copies of feature-length videos and, in doing so, achieve an overall turnaround rate of 35?

Bibliography

Managing Change: Directions for Youth Services in Illinois Public Libraries. Chicago: ILA, 1993.

Van House, Nancy A., et al. *Output Measures for Public Libraries.* 2nd ed. Chicago: ALA, 1987.

Core 1.   The library provides uniformly gracious and friendly service to all users.

Core 2.   The library is established and operated in compliance with Chapter 75 of the *Illinois Compiled Statutes*. In general, libraries established by cities, villages, or incorporated towns or townships are governed by the provisions of 75 ILL. COMP. STAT. ANN. 5, the *Illinois Local Library Act*. Library districts are governed by the provisions of 75 ILL. COMP. STAT. ANN. 16, the *Public Library District Act of 1991*.

Core 3.   The library is in compliance with all other state laws that affect library operations including but not limited to the *Illinois Accessibility Code* [ILL. ADMIN. CODE tit. 71, § 400 et seq.], the *Open Meetings Act* [5 ILL. COMP. STAT. ANN. 120/1], the *Illinois Freedom of Information Act* [5 ILL. COMP. STAT. ANN. 140/1 et seq.], the *State Records Act* [5 ILL. COMP. STAT. ANN. 160/1 et seq.; 70/2 and 5/1-7], the *Library Records Confidentiality Act* [75 ILL. COMP. STAT. ANN. 70/1] and the *Drug Free Workplace Act* [30 ILL. COMP. STAT. ANN. 580/1 et seq.].

Core 4.   The library is in compliance with all federal laws that affect library operations including but not limited to the *Americans with Disabilities Act* [42 U.S.C. 12101 et seq.], the *Fair Labor Standards Act* [29 U.S.C. 201 et seq.], and the *Bloodborne Pathogens Standard* [29 C.F.R. § 1910.1030]. (See appendix 1.)

Core 5.   The library is governed by a board of trustees elected or appointed and constituted in compliance with the relevant sections of Chapter 75 of the *Illinois Compiled Statutes* [75 ILL. COMP. STAT. ANN. 5/4-7.1 and 75 ILL. COMP. STAT. ANN. 16/30-55.15].

Core 6.   The board of trustees adopts written bylaws that outline its purpose and operational procedures and address conflict-of-interest issues. The board reviews its bylaws at least every three years. (See appendix 2.1 topics for topics recommended for consideration in developing board bylaws.)

Core 7.   The board of trustees appoints a qualified librarian as library administrator and delegates active management of the library to the library administrator [75 ILL. COMP. STAT. ANN. 5/4-7 or 75 ILL. COMP. STAT. ANN. 16/30-55.35]. For the purposes of this document, a qualified librarian is a person holding an MLS degree from an ALA-accredited program.

Core 8.   The board of trustees meets on a monthly basis, no less than ten times per year (libraries that contract with another agency for all services meet no less than twice each year), with the library administrator in attendance. Meetings are held in a room and at a location that is convenient for the board and the community. The room is large enough to encourage community participation. The location and the room are accessible to persons affected by the *Illinois Accessibility Code* [ILL. ADMIN. CODE tit. 71, § 400 et seq.] and/or the *Americans with Disabilities Act* [42 U.S.C. 12101 et seq.]. Additional reasonable accommodations that allow persons with disabilities to participate in the meeting are

provided as needed. All board meetings and board committee meetings are in compliance with the *Open Meeting Act* [5 ILL. COMP. STAT. ANN. 120/1]. Written or recorded minutes are taken and kept for all board meetings. Following approval, these minutes are made available to the public and are retained in compliance with the *State Records Act* [5 ILL. COMP. STAT. ANN. 160/1 et seq.; 70/2 and 5/1-7].

Core 9.   The board of trustees has exclusive control of all property owned by the library and expenditure of all monies collected, donated, or appropriated for the library fund [75 ILL. COMP. STAT. ANN. 5/4-7 and 75 ILL. COMP. STAT. ANN. 16/30-55.10].

Core 10.   The library has a board-approved, written budget. The budget is developed annually by the library administrator and the board with input from the staff.

Core 11.   On an annual basis, the board of trustees determines if the library's revenues are sufficient to meet the needs of the community. If the revenues are not sufficient, the board of trustees will take action to increase the library's revenues.

Core 12.   The library has a board-approved mission statement, a long-range plan, a disaster prevention and recovery plan, and policies. Such policies include but are not limited to the following topics: personnel; reference; use of the library's materials, services, and facilities including use of the library for exhibits and meetings; and collection management. Illinois statutory law specifically requires the board to establish and review at least biennially a written policy for the selection of library materials (as part of the library's collection management policy) and the use of library materials and facilities [75 ILL. COMP. STAT. ANN. 5/4-7.2 or 75 ILL. COMP. STAT. ANN. 16/30-60]. All library policies are in compliance with state and federal laws. (See appendix 2.2.)

Core 13.   The library keeps adequate records of library operations. (See appendix 2.3.)

Core 14.   On a monthly basis, the library administrator presents written reports on library operations to the board of trustees. Such reports include but are not limited to employment decisions, usage, finance, and collection development.

Core 15.   The board of trustees annually reviews the performance of the library administrator.

Core 16.   The library adopts and adheres to the principles set forth in the American Library Association's *Library Bill of Rights* and other ALA intellectual freedom statements and interpretations. (See Appendices 2.4-2.6 for ALA *Library Bill of Rights* and other ALA intellectual freedom statements.)

Core 17.   The library adopts and adheres to the *Ethics Statement for Public Library Trustees*. (See appendix 2.7 for *Ethics Statement for Public Library Trustees*.)

Core 18.   The library adopts and adheres to the ALA *Code of Ethics*. (See Appendix 2.8 for ALA *Code of Ethics*.)

Core 19. The library is a member of an Illinois multitype library system and participates in resource sharing through interlibrary loan and reciprocal borrowing.

Core 20. The library has a telephone, telefacsimile machine, photocopier, and computer with modem. The library provides telephone service to its patrons with hearing disabilities through a TTY (teletypewriter), TDD (Telecommunications Devices for the Deaf) or a voice relay provided by the telephone company.

Core 21. The library provides access to ILLINET Online.

Core 22. The library participates in the *Standards for the Services of Illinois Multitype Systems* by fulfilling the member library responsibilities.

Core 23. The library is located in a facility designed or renovated for that purpose and in compliance with all applicable federal, state, and local codes.

Core 24. The library is open a minimum of 25 hours per week. The hours, scheduled for the convenience of the public, include a minimum of two evenings (Total of 6 hours after 5 p.m.) and 4 weekend hours. Branches or other fixed service points, but not bookmobiles, are also open a minimum of 25 hours per week.

Core 25. The library spends a minimum of 12 percent of its operating budget on materials for patrons. For the purposes of this document, the operating budget includes all disbursements except capital expenditures. Health and life insurance; FICA, IMRF, or other pension plans; and all other insurance are part of the operating budget. Capital expenditures include remodeling and building, equipment and furniture, and any other items that are included as fixed assets in the audit. Materials include books, audiovisual materials, periodicals, telecommunication costs for reference services, fees for online information services, and CD-ROM products. Costs related to the installation and maintenance of a LAN or a shared or stand-alone bibliographic database are not included.

Core 26. The library provides or develops a formal agreement with another agency to provide reference service to the community.

Core 27. The library informs its community about the collections and services available in and through the library.

Core 28. At least every ten years, and more frequently if necessary, the board of trustees determines if the physical facility is sufficient to meet the needs of the community. If the facility does not meet the needs of the community, the board of trustees takes steps to correct the problem.

Core 29. At least every ten years, and more frequently if necessary, the library conducts a study to determine if the library is providing collections and services in a quantity, at a time, and in a manner that meets the needs of the community.

Bibliography

Ethics Statement for Public Library Trustees. Chicago: ALA, American Library Trustee Assoc., and the Public Library Assoc., 1989.

Library Bill of Rights. Chicago: ALA, 1980.

Standards for the Services of Illinois Multitype Systems. Springfield, Ill.: Secretary of State of Illinois, 1993.

A well-governed and administered public library places the best interests of its patrons at the heart of every decision. Public library service is provided to the people of Illinois through local tax-supported public libraries, multitype library systems, the Illinois State Library, and the statewide library network ILLINET Online. Illinois public libraries are governed by boards of trustees elected or appointed according to the provisions of the *Illinois Compiled Statutes* under which the libraries are established—village, city, district, township, commission form, etc.

Each library board carries the full responsibility for the library and its policies. The responsibility for administering library policy, including management of day-to-day operations, collection management, and employment decisions, is delegated to the library administrator. In addition, the library administrator provides the board with clear, relevant, and timely information that will enable it to make informed decisions in regard to policy, planning, and budget.

Applicable Core Standards

Core 1. The library provides uniformly gracious and friendly service to all library users.

Core 2. The library is established and operated in compliance with Chapter 75 of the *Illinois Compiled Statutes*. In general, libraries established by cities, villages, or incorporated towns or townships are governed by the provisions of 75 ILL. COMP. STAT. ANN. 5, the *Illinois Local Library Act*. Library districts are governed by the provisions of 75 ILL. COMP. STAT. ANN. 16, the *Public Library District Act of 1991*.

Core 3. The library is in compliance with all other state laws that affect library operations including but not limited to the *Illinois Accessibility Code* [ILL. ADMIN. CODE tit. 71, § 400 et seq.], the *Open Meetings Act* [5 ILL. COMP. STAT. ANN. 120/1], the *Illinois Freedom of Information Act* [5 ILL. COMP. STAT. ANN. 140/1 et seq.], the *State Records Act* [5 ILL. COMP. STAT. ANN. 160/1 et seq.; 70/2 and 5/1-7], the *Library Records Confidentiality Act* [75 ILL. COMP. STAT. ANN. 70/1] and the *Drug Free Workplace Act* [30 ILL. COMP. STAT. ANN. 580/1 et seq.].

Core 4. The library is in compliance with all federal laws that affect library operations including but not limited to the *Americans with Disabilities Act* [42 U.S.C. 12101 et seq.], the *Fair Labor Standards Act* [29 U.S.C. 201 et seq.] and the *Bloodborne Pathogens Standard* [29 C.F.R. § 1910.1030]. (See appendix 1.)

Core 5. The library is governed by a board of trustees elected or appointed and constituted in compliance with Chapter 75 of the *Illinois Complied Statutes* [75 ILL. COMP. STAT. ANN. 5/4 - 7.1 and 75 ILL. COMP. STAT. ANN. 16/30-55.15].

Core 6. The board of trustees adopts written bylaws which outline its purpose and operational procedures and address conflict-of-interest issues. The board reviews its bylaws at least every three years. (See appendix 2.1 for topics

recommended for consideration in developing board bylaws.)

Core 7. The board of trustees appoints a qualified librarian as library administrator and delegates active management of the library to the library administrator [75 ILL. COMP. STAT. ANN. 5/4 -7 or 75 ILL. COMP. STAT. ANN. 16/30-55.35]. For the purposes of this document, a qualified librarian is a person holding an MLS degree from an ALA-accredited program.

Core 8. The board of trustees meets on a monthly basis, no less than ten times per year (libraries that contract with another agency for all services meet no less than twice each year), with the library administrator in attendance. Meetings are held in a room and at a location that is convenient for the board and the community. The room is large enough to encourage community participation. The location and the room are accessible to persons affected by the *Illinois Accessibility Code* [ILL. ADMIN. CODE tit. 71, § 400 et seq.] and/or the *Americans with Disabilities Act* [42 U.S.C. 12101 et seq.]. Additional reasonable accommodations that allow persons with disabilities to participate in the meeting are provided as needed. All board meetings and board committee meetings are in compliance with the *Open Meetings Act* [5 ILL. COMP. STAT. ANN. 120/1]. Written or recorded minutes are taken and kept for all board meetings. Following approval, these minutes are made available to the public and are retained in compliance with the *State Records Act* [5 ILL. COMP. STAT. ANN. 160/1 et seq.; 70/2 and 5/1-7].

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Core 10. The library has a board-approved written budget. The budget is developed annually by the library administrator and the board with input from the staff.

Core 11. On an annual basis, the board of trustees determines if the library's revenues are sufficient to meet the needs of the community. If the revenues are not sufficient, the board of trustees takes action to increase the library's revenues.

Core 12. The library has a board-approved mission statement, a long-range plan, a disaster prevention and recovery plan, and policies. Such policies include but are not limited to the following topics: personnel; reference; use of the library's materials, services, and facilities including use of the library for exhibits and meetings; and collection management. Illinois statutory law specifically requires the board to establish and review at least biennially, a written policy for the selection of library materials (as part of the library's collection management policy) and the use of library materials and facilities [75 ILL. COMP. STAT. ANN. 54-7.2 or 75 ILL. COMP. STAT. ANN. 16/30-60]. All library policies are in compliance with state and federal laws.

(See appendix 2.2 for topics recommended for consideration in a policy that addresses the public's use of the library. References to other policies are included under appropriate sections.)

Core **13.** The library keeps adequate records of library operations. (See Appendix 2.3 for information on how to contact the Local Records Unit of the Illinois State Archives who will provide detailed information on records to be retained.)

Core **14.** On a monthly basis, the library administrator presents written reports on library operations to the board of trustees. Such reports include but are not limited to employment decisions library usage, finance, and collection development.

Core **15.** The board of trustees annually reviews the performance of the library administrator.

Core **16.** The library adopts and adheres to the principles set forth in the American Library Association's *Library Bill of Rights* and other ALA intellectual freedom statements and interpretations. (See Appendices 2.4-2.6 for ALA *Library Bill of Rights* and other ALA intellectual freedom statements.)

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Core **20.** The library has a telephone, telefacsimile machine, photocopier, and computer with modem. The library provides telephone service to its patrons with hearing disabilities through a TTY (teletypewriter), TDD (Telecommunications Devices for the Deaf) or a voice relay provided by the telephone company.

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Core **24.** The library is open a minimum of 25 hours per week. The hours, scheduled for the convenience of the public, include a minimum of two evenings (total of 6 hours after 5 p.m.) and 4 weekend hours. Branches or other fixed service points, but not bookmobiles, are also open a minimum of 25 hours per week.

Core **25.** The library spends a minimum of 12 percent of its operating budget on materials for patrons. For the purposes of this document, the operating budget includes all disbursements except capital expenditures. Health

and life insurance; FICA, IMRF, or other pension plans; and all other insurance are part of the operating budget. Capital expenditures include remodeling and building, equipment and furniture, and any other items that are included as fixed assets in the audit. Materials include books, audiovisual materials, periodicals, telecommunication costs for reference services, fees for online information services, and CD-ROM products. Costs related to the installation and maintenance of a LAN or a shared or stand-alone bibliographic database are not included.

Core **28.** At least every ten years, and more frequently if necessary, the board of trustees determines if the physical facility is sufficient to meet the needs of the community. Should the facility be found insufficient to meet its needs, the board of trustees takes steps to correct the problem.

Core **29.** At least every ten years, and more frequently if necessary, the library conducts a study to determine if the library is providing collections and services in a quantity, at a time, and in a manner that meets the needs of the community.

Supplemental Standards

1. The board-approved mission statement, library roles, and long-range plan are developed by board, administrator, and staff. These documents are based on a sound knowledge of public library service and a deep understanding of the community. Surveys, neighborhood dialogues, hearings, and input from staff who serve the community on a daily basis provide a framework for this understanding. The most difficult task is eliciting input from those who do not use the library. (See appendix 8.)

2. Most library policies are reviewed by the board every three years. The policy governing the selection and use of library materials and facilities must, by law, be reviewed biennially [75 ILL. COMP. STAT. ANN. 5/4-7.2 or 75 ILL. COMP. STAT. ANN. 16/30-60].

3. Board members participate in relevant local, state, regional, and national decision making to effect change that will benefit libraries. This can be achieved through a variety of methods. Among these, board members can

   . write, call, or visit legislators

   . attend meetings of other units of local government

   . serve on ALA, ILA, or system legislative committees

   . participate in other community organizations that have similar legislative interests

   . include the subject of legislation on board-meeting agenda

   . provide a forum for local community issues

4. The board and the library administrator develop and conduct a meaningful and comprehensive orientation program for each new board member. This can be achieved by creating a new-trustee orientation checklist. (See appendix 2.9 for topics for new trustee orientation.)

5. On an annual basis, each trustee participates in a continuing-education activity that focuses on libraries, trusteeship, or other issues pertinent to libraries and reports on this activity to the full board.

6. The library provides financial support for trustee membership in ILA and ALA as well as trustee attendance at workshops and conferences.

7. In encouraging citizens to run for the position of library trustee or in recommending citizens for appointment, the standing library board of trustees can use the following as a guide:

> Library trustees are selected for their interest in the library, their knowledge of the community and of groups within the community, their ability to work well with others, their willingness to devote the time and effort necessary to carry out the duties of a trustee, their open-mindedness and respect for the opinions of others, and their ability to plan and establish policies for services.

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A good public library has at its heart qualified staff who are paid competitive salaries. The staff is well trained through an ongoing program of staff development that includes both in-service training and participation in relevant classes, workshops, and meetings outside the library. Staff have a thorough understanding of all library policies and are able to interpret those policies to library patrons.

The public library has access to the services of a qualified librarian. As first noted in Core Standard 7, "for the purposes of this document, a qualified librarian is one who holds an MLS degree from an ALA-accredited program."

For purposes of this document, a full-time equivalent employee (FTE) works 37.5 hours per week including paid breaks of 15 minutes or less but excluding paid or unpaid meal breaks of 20 minutes or more.

Applicable Core Standards

Core *1.* The library provides uniformly gracious and friendly service to all users.

Core *3.* The library is in compliance with all other state laws that affect library operations including but not limited to the *Illinois Accessibility Code* [ILL. ADMIN. CODE tit. 71, § 400 et seq.], the *Open Meetings Act* [5 ILL. COMP. STAT. ANN. 120/1], the *Illinois Freedom of Information Act* [5 ILL. COMP. STAT. ANN. 140/1 et seq.], the *State Records Act* [5 ILL. COMP. STAT. ANN. 160/1 et seq.; 70/2 and 5/1-7], the *Library Records Confidentiality Act* [75 ILL. COMP. STAT. ANN. 70/1] and the *Drug Free Workplace Act* [30 ILL. COMP. STAT. ANN. 580/1 et seq.].

Core *4.* The library is in compliance with all federal laws that affect library operations including but not limited to the *Americans with Disabilities Act* [42 U.S.C. 12101 et seq.], the *Fair Labor Standards Act* [29 U.S.C. 201 et seq.] and the *Bloodborne Pathogens Standard* [29 C.F.R. § 1910.1030]. (See appendix 1.)

Core *7.* The board of trustees appoints a qualified librarian as library administrator and delegates active management of the library to the library administrator [75 ILL. COMP. STAT. ANN. 5/4-7 OR 75 ILL. COMP. STAT. ANN. 16/30-55.35]. For the purposes of this document, a qualified librarian is a person holding an MLS degree from an ALA-accredited program.

Core *12.* The library has a board-approved mission statement, long-range plan, a disaster prevention and recovery plan, and policies. Such policies include but are not limited to the following topics: personnel; reference; use of the library's materials, services, and facilities including use of the library for exhibits and meetings; and collection management. Illinois statutory law specifically requires the board to establish and review at least biennially a written policy for the selection of library materials (as part of the library's collection management policy) and the use of library materials and facilities [75 ILL. COMP. STAT. ANN. 5/4-7.2 OR 75 ILL. COMP. STAT. ANN. 16/30-60]. All library policies are in compliance with state and federal laws. (See appendix 2.2.)

Core 16. The library adopts and adheres to the principles set forth in the American Library Association's Library Bill of Rights and other ALA intellectual freedom statements and interpretations. (See appendices 2.4-2.6 for ALA *Library Bill of Rights* and other ALA intellectual freedom statements.)

Core 18. The library adopts and adheres to the ALA *Code of Ethics*. (See Appendix 2.7 for ALA *Code of Ethics*.)

Core 19. The library is a member of an Illinois multitype library system and participates in resource sharing through interlibrary loan and reciprocal borrowing.

Core 24. The library is open a minimum of 25 hours per week. The hours, scheduled for the convenience of the public include a minimum of two evenings (Total of 6 hours after 5 p.m.) and 4 weekend hours. Branches or other fixed service points, but not bookmobiles, are also open a minimum of 25 hours per week.

Supplemental Standards

1. To ensure that library staff have a clear understanding of their responsibilities and rights as employees, the library has a board-approved personnel policy. The policy is developed by the library administrator with input from the staff. (See appendix 3.1 for topics recommended for consideration in a personnel policy.)

2. Job descriptions for all positions and a salary schedule are included in the personnel policy or provided elsewhere. Staff members have access to these documents.

3. Personnel policy, job descriptions, and hiring practices are in compliance with the EEOC guidelines and the requirements of the *Americans with Disabilities Act*.

4. Staffing levels are sufficient to carry out the library's mission, develop and implement the library's long-range plan, and provide adequate staff to offer all basic services during all the hours that the library is open. Basic services include circulation and reference. If adult and children's reference or reader's advisory services are offered from two service points, this practice continues during all library hours.

5. Many factors can affect staffing levels. Among these are the layout of the building; the number of staffed public service stations—young adult, AV, computer room, genealogy, and local history; in-house as opposed to municipally-handled payroll and other financial matters; and in-house as opposed to municipally-provided building or grounds maintenance. (See appendix 3.2 for a table of recommended staffing levels.)

6. The library compensates staff in a fair and equitable manner. Salaries alone typically account for up to 60 percent of the total operating budget. Salaries plus fringe benefits (FICA, pension and health insurance) account for up to 70 percent.

   The library compensates qualified entry-level librarians with a salary that meets the current recommendation of the Illinois Library Association or at the same rate

received by an entry-level public school teacher with a master's degree, adjusted to reflect a twelve-month work year.

> **Example**: In 1996-97, median salary of entry-level public school teacher with masters degree was $25,079. Divide this amount by 10 and multiply the result by 12. $25,079/10= $2,508 x 12= $30,096. (The figures were supplied by the Illinois State Board of Education, Research and Policy, 100 North First Street, Springfield, IL 62777-0001, phone 217-782-3950, fax 217-524-7784.)

The library compensates all other staff at a level that is competitive with salaries paid for equivalent positions in other public agencies within the same or approximately the same service area.

7. The library gives each new employee a thorough orientation that introduces the employee to the mission statement, philosophy, goals, and services of the library, as well as to the particular responsibilities of the new employee's job.

8. The library has a performance appraisal system in place that provides staff with an evaluation of current performance and guidance in improving or developing new skills.

9. The library supports and encourages staff to acquire new skills, keep current with new developments in public libraries, and renew their enthusiasm for library work. Attendance at local, state, regional, and national conferences; participation in relevant courses, workshops, seminars, and inservice training; and attendance at local, system, and other library related meetings provide a variety of learning experiences. The library provides paid work time and funding for registration and related expenses. While funding constraints may limit the total number of staff who can attend conferences, the attendance of at least the library administrator at the state library association conference is encouraged and funded.

10. The library provides funding to train staff in the use and maintenance of new technology and equipment.

11. The library provides library journals and other professional literature for the staff.

12. Public library trustees and administrators are aware of federal, state, and local statutes and regulations relevant to personnel administration. Principal regulations include

> *Fair Labor Standards Act* [29 U.S.C. 201 et seq.]
>
> *Illinois Human Rights Act* [775 ILL. COMP. STAT. ANN. 5/1-101 et seq.]
>
> *Americans with Disabilities Act* [42 U.S.C. 12101 et seq.]
>
> *EEOC Guidelines on Discrimination* [42 U.S.C. 2200 et seq.]
>
> *Illinois Collective Bargaining Successor Employee Act* [820 ILL. COMP. STAT. ANN. 10/0.01 et seq.]
>
> *OSHA Regulations* [29 U.S.C. 651 et seq.]
>
> *Family and Medical Leave Act of 1993* [29 U.S.C. 2601 to 2654]

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> A library's service area may encompass many diverse groups. The needs, interests, and points of view of the community range over the broad spectrum of subjects that are of interest to contemporary society. Intellectual freedom and the right to read are the cornerstones upon which all library services should be based. *Planning for Excellence*, p. 41.

The public library provides a wide range of materials in a variety of formats and in sufficient quantity to meet the needs and interests of the community. The collection is timely, current, and responsive to the community it serves. The key to quality collection management is adequate funding and professionally trained collection managers.

Two integral elements of collection management are resource sharing and cooperative collection management. No one library can provide from its own collection all the materials that are required to meet the needs of its patrons. It is imperative that library staff are knowledgeable about methods of resource sharing, understand its immeasurable value, and actively promote and facilitate interlibrary loan and reciprocal borrowing.

Electronic delivery of information will increasingly affect the development of reference collections. Library planners need to be knowledgeable about electronic products and services and integrate them into library collections when appropriate.

Applicable Core Standards

Core 12. The library has a board-approved mission statement, long-range plan, a disaster prevention and recovery plan, and policies. Such policies include but are not limited to the following topics: personnel; reference; use of the library's materials, services, and facilities including use of the library for exhibits and meetings; and collection management. Illinois statutory law specifically requires the board to establish and review at least biennially a written policy for the selection of library materials (as part of the library's collection management policy) and the use of library materials and facilities [75 ILL. COMP. STAT. ANN. 5/4-7.2 or 75 ILL. COMP. STAT. ANN. 16/30-60]. All library policies are in compliance with state and federal laws. (See appendix 2.2.)

Core 16. The library adopts and adheres to the principles set forth in the American Library Association's *Library Bill of Rights* and other ALA intellectual freedom statements and interpretations. (See appendices 2.4-2.6 for ALA *Library Bill of Rights* and other ALA intellectual freedom statements.)

Core 19. The library is a member of an Illinois multitype library system and participates in resource sharing through interlibrary loan and reciprocal borrowing.

Core 21. The library provides access to ILLINET Online.

Core 25. The library spends a minimum of 12 percent of its operating budget on materials for patrons. For the purposes of this document, the operating budget includes all disbursements except capital expenditures.

Health and life insurance; FICA, IMRF, or other pension plans; and all other insurance are part of the operating budget. Capital expenditures include remodeling and building, equipment and furniture, and any other items that are included as fixed assets in the audit. Materials include books, audiovisual materials, periodicals, telecommunication costs for reference services, fees for online information services, and CD-ROM products. Costs related to the installation and maintenance of a LAN or a shared or stand-alone bibliographic database are not included.

Supplemental Standards

1. The library has a board-approved, written collection management policy based on professional standards, community needs and interests, and the diversity of American society. The policy is reviewed by the board biennially and is available to the public. (See appendix 4.1 for topics recommended for consideration in a collection management policy.)

2. Staff responsible for collection management are professionally trained in the general principles of selection and weeding as well as in their specific areas of responsibility. Staff select new materials and evaluate the collection for retention or withdrawal in conformance with the collection management policy. Such library staff regularly attend continuing education workshops on collection management.

3. Staff responsible for collection management have access to a variety of selection tools.

4. The library staff uses accepted professional techniques for collection management. Such techniques include quantitative measures (circulation-per-capita and turnaround rates), weeding (The CREW Method), user surveys and questionnaires.

5. The library places a high budgetary priority on collection development. Although use of the collection and the size of the population are the primary factors, there may be additional factors that may affect the size of the collection. Local history, genealogy, and a linguistically diverse population are some examples of these factors.

6. Existing and future use of electronic sources will affect the need to provide hard copy of some periodicals. (See appendix 4.2 and 4.3 for book and periodical collection tables.)

7. Nonprint collections play an increasingly important role in most public libraries. Building program consultants are typically recommending that the size of the AV collections be an amount equal to 10 percent of the book collection. Factors including a linguistically diverse population and the number of formats for each title will affect this percentage.

8. The library provides access to materials in a variety of formats to ensure equal access for the disabled of all ages. Examples of some of these formats are books on cassette; books in Braille; information in electronic formats; and closed captioned, described, or signed videos.

9. The library publicizes and promotes interlibrary loan to its patrons. The library develops procedures that ensure that interlibrary loan is a simple and effective way for patrons to receive materials and information.

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Quality reference service is the provision of information or material within a time frame, at a level, and in a format that is satisfactory for the patron.

Reference service is the provision of information in response to a patron's question.

Reader's advisory service is guidance in selecting material appropriate to a specific patron's desires and needs.

Bibliographic instruction is service provided in response to a request by a patron either for the individual or for a group to learn how to use one or more of the library's resources.

All Illinois public libraries should provide or contract to provide professional reference service for their patrons. For purposes of this document *professional reference service* refers to reference service provided by a person holding an MLS degree from an ALA-accredited program.

Because so many Illinois public libraries serve sparsely populated communities and as a result, often lack the funding to hire a full-time qualified librarian, other approaches, such as the following, may be required.

mergers of several small libraries or library services

consortiums of several small libraries with one central reference library

system reference service with an 800 number

Illinois State Library reference service with an 800 number

contracts between small libraries and larger libraries for reference service

shared qualified librarians, with several small libraries pooling funds to employ and share a qualified librarian who would handle collection management, train staff, and provide back-up reference service and perhaps function as a circuit librarian by working suitable hours at each site

cooperative collection development in which the purchase of specific reference works is assigned to each library in the group

cooperative hours of service, with a group of libraries coordinating their hours of reference service to provide their combined patrons with access to reference service for a greater number of hours (A number of Illinois public libraries already provide late-night reference service using this approach.)

Applicable Core Standards

Core **1.**   The library provides uniformly gracious and friendly service to all library users.

Core **12.**   The library has a board-approved mission statement, a long-range plan, a disaster prevention and recovery plan, and policies. Such policies include but are not limited to the following topics: personnel; reference; use of the library's materials, services, and facilities, including use of the library for

exhibits and meetings; and collection management. Illinois statutory law specifically requires the board to establish and review at least biennially a written policy for the selection of library materials (as part of the library's collection management policy) and the use of library materials and facilities [75 ILL. COMP. STAT. ANN. 5/4-7.2 or 75 ILL. COMP. STAT. ANN. 16/30-60]. All library policies are in compliance with state and federal laws. (See appendix 2.2)

Core **16.** The library adopts and adheres to the principles set forth in the American Library Association's *Library Bill of Rights* and other ALA intellectual freedom statements and interpretations. (See appendices 2.4-2.6 for ALA *Library Bill of Rights* and other ALA intellectual freedom statements.)

Core **18.** The library adopts and adheres to the ALA *Code of Ethics.* (See appendix 2.7 for *Code of Ethics.*)

Core **19.** The library is a member of an Illinois multitype library system and participates in resource sharing through interlibrary loan and reciprocal borrowing.

Core **20.** The library has a telephone, telefacsimile machine, photocopier, and computer with modem. The library provides telephone service to its patrons with hearing disabilities through a TTY (teletypewriter), TDD (Telecommunications Devices for the Deaf) or a voice relay provided by the telephone company.

Core **21.** The library provides access to ILLINET Online.

Core **26.** The library provides or develops a formal agreement with another agency to provide reference service to the community.

Supplemental Standards

1. All basic services are available when the library is open. For the purpose of this document, basic services are circulation and reference and reader's advisory. If reference and reader's advisory are provided to children and adults from two separate points, then the library provides adequate staffing at both locations at all hours the library is open.

2. The library has a board-approved reference service policy developed by reference staff and administration. (See appendix 5.1 for a model reference service policy.)

3. The reference service policy is reviewed every three years.

4. The library participates in system-provided backup reference, interlibrary loan, and resource sharing to help provide accurate and timely reference service.

5. The library is aware of the importance of accuracy in reference service and relies on information sources of demonstrated currency and authority.

6. The library provides easy access to an accurate and up-to-date community information/resource file.

7. The library provides current issues of at least one community or local newspaper and retains backfiles for a minimum of six months.

8. The library provides access to local ordinances or codes of all municipalities within its service boundaries.

9. The library provides access to local and state maps.

10. The library provides access to the minutes of local government meetings. These include but are not limited to municipal (village, township, or city) and school board meetings.

11. The library provides voter information, including precinct boundaries and location of polling places.

12. The library provides information about local history and events.

13. The library has telephone books for the local calling area and any other frequently requested areas.

14. The library has all materials included in the list of basic reference materials. (See appendix 5.2.)

15. Staff have access to a telephone to receive and respond to requests for information and materials and to contact other agencies for information.

Evaluating Reference Service

Although reference service is one of the most difficult areas of library service to measure, the exercise of examining and attempting to evaluate reference service heightens the librarian's awareness of what comprises quality reference service, increases the librarian's sensitivity to patron needs, and stimulates efforts to improve. (See appendix 5.3 for evaluation methods.)

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A library can reach out to its entire community through programming. Programs publicize the library, introduce special groups to library materials and services, and provide information and recreation. Library programs are a particularly effective way of introducing the community to a variety of cultures.

It is well accepted that traditional programming for younger children helps them develop reading habits and encourages them and their parents to use the library and its resources. Programs for young adults identify resources that help them understand some of the intellectual, emotional, and social changes they are experiencing. Programs can reintroduce the newly retired to a library that has grown during the years that they did not have time to use it.

If the library opens its meeting rooms, display cases, and other exhibit areas to nonlibrary-sponsored programs and nonlibrary-sponsored exhibits and displays, policies and procedures must cover the use of these facilities. This policy as well as other library policies should be reviewed by the library's attorney.

Applicable Core Standards

Core *1.* The library provides uniformly gracious and friendly service to all users.

Core *4.* The library is in compliance with all federal laws that affect library operations including but not limited to the *Americans with Disabilities Act* [42 U.S.C. 12101 et seq.], the *Fair Labor Standards Act* [29 U.S.C. 201 et seq.] and the *Bloodborne Pathogens Standard* [29 C.F.R. § 1910.1030]. (See appendix 1.)

Core *12.* The library has a board-approved mission statement, a long-range plan, a disaster prevention and recovery plan, and policies. Such policies include but are not limited to the following topics: personnel; reference; use of the library's materials, services, and facilities including use of the library for exhibits and meetings; and collection management. Illinois statutory law specifically requires the board to establish and review at least biennially a written policy for the selection of library materials (as part of the library's collection management policy) and the use of library materials and facilities [75 ILL. COMP. STAT. ANN. 5/4-7.2 or 75 ILL. COMP. STAT. ANN. 16/30-60]. All library policies are in compliance with state and federal laws. (See appendix 2.2.)

Core *16.* The library adopts and adheres to the principles set forth in the American Library Association's *Library Bill of Rights* and other ALA intellectual freedom statements and interpretations. (See appendices 2.4-2.6 for ALA *Library Bill of Rights* and other ALA intellectual freedom statements.)

Supplemental Standards

1. Library programs are provided free of charge.

2. Library programs are located in a physically accessible location. Provisions are made, as needed, to enable persons with disabilities to participate in the program. The availability of these provisions is noted with other information about the program.

3. The library considers community demographics, special populations, and the availability of programming from other social, cultural, and recreational organizations in the community when planning and evaluating programs.

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Access refers to the ease with which all residents can use the library. Some of the factors that affect access are hours of service; quality of cataloging; the physical facility and distance to the physical facility; the quantity, quality, relevance, formats, and arrangement of the collections; quality and quantity of staff; public relations; policies on use of collection and services; and availability of collections and services outside the library. The extent to which the library uses existing and emerging technology to provide in-house as well as remote access is an additional factor. While existing budget limitations may prevent immediate use of some technology, it is important that those responsible for long-range planning keep current on products and services so that informed decisions can be made if funding becomes available.

Standards that relate directly to the building or "fixed assets" such as lighting and furniture are included in chapter VIII, Facilities.

Applicable Core Standards

Core 1. The library provides uniformly gracious and friendly service to all users.

Core 3. The library is in compliance with all other state laws that affect library operations including but not limited to the *Illinois Accessibility Code* [ILL. ADMIN. CODE tit. 71, § 400 et seq.], the *Open Meetings Act* [5 ILL. COMP. STAT. ANN. 120/1], the *Illinois Freedom of Information Act* [5 ILL. COMP. STAT. ANN. 140/1 et seq.], the *State Records Act* [5 ILL. COMP. STAT. ANN. 160/1 et seq.; 70/2 and 5/1-7], the *Library Records Confidentiality Act* [75 ILL. COMP. STAT. ANN. 70/1] and the *Drug Free Workplace Act* [30 ILL. COMP. STAT. ANN. 580/1 et seq.].

Core 4. The library is in compliance with all federal laws that affect library operations including but not limited to the *Americans with Disabilities Act* [42 U.S.C. 12101 et seq.], the *Fair Labor Standards Act* [29 U.S.C. 201 et seq.] and the *Bloodborne Pathogens Standard* [29 C.F.R. § 1910.1030]. (See appendix 1.)

Core 12. The library has a board-approved mission statement, a long-range plan, a disaster prevention and recovery plan, and policies. Such policies include but are not limited to the following topics: personnel; reference; use of the library's materials, services, and facilities including use of the library for exhibits and meetings; and collection management. Illinois statutory law specifically requires the board to establish and review at least biennially a written policy for the selection of library materials (as part of the library's collection management policy) and the use of library materials and facilities [75 ILL. COMP. STAT. ANN. 5/4-7.2 or 75 ILL. COMP. STAT. ANN. 16/30-60]. All library policies are in compliance with state and federal laws. (See appendix 2.2.)

Core 16. The library adopts and adheres to the principles set forth in the American Library Association's *Library Bill of Rights* and other ALA intellectual freedom statements and interpretations. (See appendices 2.4-2.6 for ALA *Library Bill of Rights* and other ALA intellectual freedom statements.)

Core 19. The library is a member of an Illinois multitype library system and participates in resource sharing through interlibrary loan and reciprocal borrowing.

Core 20. The library has a telephone, telefacsimile machine, photocopier, and computer with modem. The library provides telephone service to its patrons with hearing disabilities through a TTY (teletypewriter), TDD (Telecommunications Devices for the Deaf) or a voice relay provided by the telephone company.

Core 21. The library provides access to ILLINET Online.

Core 24. The library is open a minimum of 25 hours per week. The hours, scheduled for the convenience of the public include a minimum of two evenings (total of 6 hours after 5 p.m.) and 4 weekend hours. Branches or other fixed service points, but not bookmobiles, are also open a minimum of 25 hours per week.

Core 27. The library informs its community about the collections and services available in and through the library.

Supplemental Standards

1. Hours of service are posted on a sign visible to the public from outside the library building.

2. Hours of operation are established for the convenience of the community. To accommodate school children and working adults, the library is open as many evening and weekend hours as possible. (See appendix 6 for recommended hours of service by population.)

3. All basic services are available when the library is open. For the purpose of this document, basic services are circulation and reference and reader's advisory. If reference and reader's advisory are provided to children and adults from two separate points, then the library provides adequate staffing all both locations at all hours the library is open.

4. The collections are arranged and housed in a way that provides the greatest accessibility for all users.

5. Materials are not sequestered from any user except for the purpose of protection from theft and damage.

6. All circulating materials may be borrowed by all persons with a valid library card who reside within the jurisdictional boundaries of the library regardless of the age, sex, or social or economic status of the patron.

7. All materials, except those judged by the library administrator to be irreplaceable or needed in the collection for reference service, are available for use within the library by all persons regardless of the age, sex, or social or economic status of the patron.

8. Lending regulations facilitate maximum use of library materials.

9. The library publicizes and promotes interlibrary loan to its patrons. The library develops procedures that ensure that interlibrary loan is a simple and effective way for patrons to receive materials and information.

10. Accurate and easily understood bibliographic access is provided through a computerized or manual card catalog.

11. The library's bibliographic and holdings information are in machine-readable form using the MARC format.

12. A current record of the library's holdings is available on ILLINET Online.

13. Through clear signage or logical placement, the services, collections, and amenities of the library are easily located.

14. The library ensures access to its collections and services for patrons with disabilities through the provision of auxiliary aids and alternate formats.

15. The library provides access to its collections and services for patrons unable to travel to the library. (Some of the ways to provide this kind of service are deposit collections, programs held in sites outside the library, and home delivery.)

16. Telephone, text telephone, and telefax numbers are listed in both white and yellow pages. The library has sufficient incoming telephone lines for voice and data transmission to accommodate staff and user needs.

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A public that is aware of all the services and collections offered by its library and that views its library as a positive, vital, and indispensable part of life – this is the ideal that can be achieved through an effective public relations and marketing program.

Applicable Core Standards

Core *1.*   The library offers uniformly gracious and friendly service to all users.

Core *27.*   The library informs its service population about the collections and services available in and through the library.

Supplemental Standards

1. The board, administration, and staff assess the library's image at least once a year with a "walk through."

2. The board, administration, and appropriate staff visit other libraries at least once a year.

3. The operating budget includes funds for public relations and marketing.

4. The library, employing a variety of means, markets its services within the library and throughout its jurisdictional area. These methods include but are not limited to newspaper articles; library newsletters; TV or radio announcements; posters or flyers; displays; and presentations to community organizations, businesses, and institutions.

5. The library considers persons with special needs when developing and delivering information about the library's collections and services.

6. The library develops strategies to reach those groups that do not use the library.

7. The board, administration, and staff are encouraged to participate in community activities and organizations. Such participation is made possible through paid time (for administration and staff) and funding for participation.

8. Public relations and marketing efforts are coordinated by one member of the staff.

9. When reviewing and setting library policies, the board evaluates how the policies will affect persons within the jurisdictional population. Are the policies in the best interest of the persons the policies are intended to serve?

10. The library includes public relations and customer service as part of the orientation of all new staff and board members.

11. The library builds on public relations and marketing efforts developed by the library system, state and national organizations, the state library, and the community.

Evaluation Methods

1. Statistics on library use (circulation, gate count, reference questions, program attendance, and reciprocal borrowing patterns for the library's cardholders) and the

percentage of registered borrowers can be indicators of how effective the public relations efforts have been. These statistics are used most effectively when a library compares its own numbers from year to year rather than comparing itself with other libraries. Procedures, rules, and methods of gathering statistics vary among libraries.

2. A survey can determine if the public is aware of the services and collections that are offered by the library. Often a small, carefully targeted survey will provide more useable information than a long, general survey. (See appendix 8.)

3. Placing a suggestion box in a convenient location may elicit helpful information.

4. Many libraries distribute brief evaluation forms inquiring as to how the patrons heard about library programs or services.

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The physical library remains central to library service. While no one model could meet every unique local need, some requirements are common to all public libraries. These include adequate and accessible space to house and circulate the collections; comfortable and attractive public spaces for readers; space for other public amenities including restrooms and water fountains; efficient and comfortable work and lounge areas for staff; and space for board meetings, story times, and other library programs. The supplemental standards for this section are divided into two sections—those for existing facilities and for new or expanded facilities.

Applicable Core Standards

Core 3. The library is in compliance with all other state laws that affect library operations including but not limited to the *Illinois Accessibility Code* [ILL. ADMIN. CODE tit. 71, § 400 et seq.], the *Open Meetings Act* [5 ILL. COMP. STAT. ANN. 120/1], the *Illinois Freedom of Information Act* [5 ILL. COMP. STAT. ANN. 140/1 et seq.], the *State Records Act* [5 ILL. COMP. STAT. ANN. 160/1 et seq.; 70/2 and 5/1-7], the *Library Records Confidentiality Act* [75 ILL. COMP. STAT. ANN. 70/1] and the *Drug Free Workplace Act* [30 ILL. COMP. STAT. ANN. 580/1 et seq.].

Core 4. The library is in compliance with all federal laws that affect library operations including but not limited to the *Americans with Disabilities Act* [42 U.S.C. 12101 et seq.], the *Fair Labor Standards Act* [29 U.S.C. 201 et seq.], and the *Bloodborne Pathogens Standard* [29 C.F.R. § 1910.1030]. (See appendix 1.)

Core 12. The library has a board-approved mission statement, a long-range plan, a disaster prevention and recovery plan, and policies. Such policies include but are not limited to the following topics: personnel; reference; use of the library's materials, services, and facilities, including use of the library for exhibits and meetings; and collection management. Illinois statutory law specifically requires the board to establish and review at least biennially a written policy for the selection of library materials (as part of the library's collection management policy) and the use of library materials and facilities [75 ILL. COMP. STAT. ANN. 5/4-7.2 or 75 ILL. COMP. STAT. ANN. 16/30-60]. All library policies are in compliance with state and federal laws. (See appendix 2.2.)

Core 20. The library has a telephone, telefacsimile machine, photocopier, and computer with modem. The library provides telephone service to its patrons with hearing disabilities through a TTY (teletypewriter), TDD (Telecommunications Devices for the Deaf) or a voice relay provided by the telephone company.

Core 23. The library is located in a facility designed or renovated for that purpose and in compliance with applicable federal, state, and local codes.

Core 28.   At least every ten years, and more frequently if necessary, the board of trustees determines if the physical facility is sufficient to meet the needs of the community. If the facility does not meet the needs of the community, the board of trustees takes steps to correct the problem.

Supplemental Standards for Existing Facilities

1.   The library provides the right amount of space of the right kind to meet the provisions of its long-range plans.

2.   At least once every five years, the board directs a review of the library's long-term space needs.

3.   The library develops a plan and annual budget for maintenance of building and grounds and fixed asset replacements.

4.   The library building supports the implementation of current and future telecommunications and electronic information technologies.

5.   The library, including branches or other service points, is located at a site that is determined to be most convenient for the community. Travel time to the library under normal conditions does not exceed 30 minutes.

6.   The library provides adequate, safe, well-lighted, and convenient parking during all hours of service. The minimum number of required parking spaces may be governed by local ordinance. Libraries reached primarily by car should provide 1.3 spaces per 500 population. If based on building size, the parking space provision should be one space per 500 square feet.

7.   The library's entrance is easily identified, clearly visible, and well lighted. The entrance faces the direction used by the majority of the patrons.

8.   The library has an identifying sign clearly visible from the street. Additional signs guide users from arterial streets to the library.

9.   The library has adequate signage. All signage is in compliance with applicable federal, state, and local regulations. Interior signs should be limited in number and not serve as a substitute for logical building arrangement or for staff responses to routine user questions.

10.   The library has a designated tornado shelter. Emergency exits and evacuation routes out of the building and to the tornado shelter are clearly marked. Fire extinguishers are clearly marked. Emergency first-aid supplies are readily available.

11.   The library provides emergency training for staff, including annual fire and tornado drills, use of fire extinguishers, and location of the first-aid kit.

12.   The library has an emergency manual and a disaster plan that are reviewed biennially.

13. The library has telephones and associated communications devices sufficient to meet user and staff needs:

    . telephones in all offices and at all service desks
    . telephone number listed in both white and yellow pages
    . automatic equipment to inform callers of library hours when the library is closed

14. The library has sturdy and comfortable furnishings in sufficient quantity to meet user needs. Space is allocated for child and family use with furniture and equipment designed for use by children. All furniture is in compliance with applicable codes.

15. The library has enough shelving and other types of display and storage to provide patrons with easy access to all materials. All shelving and other display or storage space is designed for library purposes. Shelving in the area serving young children is scaled to their needs.

16. The library's lighting levels comply with the standards issued by the Illuminating Engineering Society of North America. The lighting is evenly distributed, low glare, does not cast shadows, and provides floor-to-ceiling illumination of all vertical surfaces. (For more information on lighting, see #8 under supplemental standards for new or expanded facilities.)

17. The library has fireproof facilities for the return of library materials when the library is closed.

18. The library has heating, ventilating, and air conditioning (HVAC) systems capable of filtering outside air and of maintaining comfortable temperatures throughout the year.

19. The library provides adequate security for staff, users, and collections.

Supplemental Standards for New or Expanded Facilities

1. Public library construction, expansion, and major renovation projects are planned by a team consisting of the board or members of the board of trustees, the library administrator and key staff, a library building consultant, and a registered professional architect.

2. The library, unless it is part of a home rule unit of government, selects an architect in compliance with the *Local Government Professional Services Selection Act* [50 ILL. COMP. STAT. ANN. 510/0.01 et seq.]. There is no legal requirement to contract with the architect offering the lowest fee.

3. The library's attorney reviews all contracts related to the construction project. The American Institute of Architects provides standard legal forms that are used in many situations, but the library can negotiate different terms if it so chooses.

4. Space planning is based on a twenty-year population projection (including probable annexation) and desired improvements in collections and services. Each project takes into account both the correction of current overcrowding and the creation of space for expanded collections and services. Major building projects include specific plans for how and where future expansion will take place.

5. The facilities provide flexibility of design and furnishings.

    Buildings are designed with extensive data and electrical conduit or with alternative methods of providing service to all locations in the library.

    Lighting is designed to allow extensive rearrangement of library furnishings.

    All areas of the library are designed to meet the floor-loading standard of 150 pounds per square foot. Heavier loads, such as microform storage cabinets and compact shelving, require 300 pounds per square foot.

    Service counters, service desks, and office work areas are freestanding modular units.

6. The library selects shelving that is designed for library purposes. Heavy-duty steel, bracket-type shelving that can be easily reassembled is the best choice. The depth of the shelving should be appropriate for the material being stored.

7. All construction complies with federal, state, and local codes and regulations including, but not limited to:

    national codes, including the *Americans with Disabilities Act* [42 U.S.C. 12101 et seq.]

    Illinois codes, including the *Illinois Environmental Barriers Act* of 1985 (410 ILL. COMP. STAT. ANN. 25/1 et seq.), the *Illinois Plumbing Code* [225 ILL. ADMIN. CODE 890.110-890.1950], and the *Illinois Accessibility Code* [ILL. ADMIN. CODE tit. 71, § 400 et seq.], published by the Capital Development Board to implement the *Illinois Environmental Barriers Act*

    local codes. Many Illinois municipalities have adopted nationally-formulated codes as their local codes. Most municipalities adopt either the *Building Officials and Construction Administrators (BOCA) Code* or the *Uniform Building Codes* established by the International Conference of Building Officials (ICBO)

8. High-quality lighting is critically important to libraries.

    Indirect lighting provides uniform, nonglare illumination. It provides the most flexibility because the light is reflected from a continuous surface (the ceiling) rather than emanating from individual points. In general, extreme down lighting is a very poor idea in libraries because it causes glare, creates troublesome shadows, and does not light vertical surfaces. Glare is a particular nuisance in areas where computer monitors and microform readers with vertical glass screens are in use. Proximity to windows and skylights can also create glare. To test for glare, place a mirror over the screen of a computer monitor and look for reflections of concentrated light sources.

    Modern fluorescent lighting technology offers important advantages. Lamps with a CRI (color rendition index) of 75 or better provide much more attractive light than traditional lamps. Electronic ballasts are more efficient than traditional magnetic ballasts, and they eliminate hum and flicker.

    High-pressure sodium lighting is the ideal choice for parking lots.

The most recent edition of the *IES Lighting Handbook*, edited by John E. Kaufman, provides recommendations for lighting intensities, but some are too low for library purposes. (For example, the Illuminating Engineering Society [IES] recommendation of 5 to 10 footcandles for halls, elevators, and stairways can create problems for persons with low vision.) IES standards are also included in ALA's *Administrator's Guide to Library Building Maintenance*, by Dianne Lueder and Sally Webb. (See the bibliography following this section.)

9. Provide enough storage space. (This is one of the most frequently overlooked needs in the design of new or expanded facilities.)

10. Especially consider safety and low maintenance when designing landscaping and walkways.

11. Although each library's ultimate space needs will be determined by its unique needs including its programs, services, and collections, some standard guidelines exist for determining the space needed for specific components. These guidelines are based on information from building program consultants, standards from other states, and some measuring tape. (See appendix 7 for more-detailed information.)

   Examples of unique needs include extensive local-history or genealogy collections, large meeting rooms, frequent programming, and extensive art- and graphics-related activities. Additional staff office space will be needed for libraries that are responsible for all work and files related to finances and benefits. This is true of all district and many village libraries.

12. Provide space for deliveries and trash removal.

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Chapter X System and ILLINET Membership Responsibilities

Through the regional multitype library systems of Illinois, public, academic, school, and special libraries are able to offer their patrons additional services and access to larger collections than they could individually. These self-governing, cooperative systems and their member libraries together with the Research and Reference Centers and designated Resource Centers make up ILLINET. Any library that is a member of a system is automatically a member of ILLINET. The dual purpose of this statewide network is to facilitate the sharing of library information and materials and to provide services that cannot be provided locally.

The systems are funded by the state of Illinois and are governed by local libraries through area-library representatives. Local library involvement is essential to the success of Illinois library systems.

Applicable Core Standards

Core 19.   The library is a member of an Illinois multitype library system and participates in resource sharing through interlibrary loan and reciprocal borrowing.

Core 21.   The library provides access to ILLINET Online.

Core 22.   The library participates in the *Standards for the Services of Illinois Multitype Systems* by fulfilling the member library responsibilities.

Supplemental Standards

1.   Library board members, administrators, and staff volunteer for system advisory councils and committees and, whenever possible, for system governing boards. Representatives who accept the responsibility of system board membership are willing to represent the interests of both their own libraries and their expanded constituencies, which include all member libraries in their systems.

2.   As members of regional library systems, all Illinois public libraries agree to make their resources and information available to persons needing access to them through reference assistance, interlibrary loan, reciprocal borrowing, and other appropriate local arrangements.

3.   All public libraries share with systems the responsibility for promoting statewide tax-supported public library service.

4.   Library boards and staffs are aware of the services offered by their systems , including such standard services as interlibrary loan, delivery, reference backup, and maintenance of multilibrary online catalogs.

5.   Systems serve libraries just as libraries serve their individual users. System services are actively promoted to library patrons of all ages as essential components of local library service.

Bibliography

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ALA — American Library Association

ALTA — American Library Trustee Association

Appropriation — Public funds set aside for a specific purpose; an appropriation amount gives the library board of trustees the authority to spend the funds. The appropriation amount includes money that will be spent from all sources—tax levy, state or federal funds, interest, donations and endowments, and other library revenue including but not limited to fines and fees.

Audit — A systematic examination of the financial records of an organization conducted as a rule by an external party to verify the accuracy and determine conformance to established financial criteria. A written report of such an examination.

Back door referendum — The *Illinois Compiled Statutes* (10 ILL. COMP. STAT. ANN. 5/28-2) defines this as the submission of a public question to the voters of a political subdivision, initiated by a petition of voters of such political subdivision, to determine whether an action by the governing body of such subdivision shall be adopted or rejected. The implication is that such relief action can be taken if the petitioners have strong objections to an action taken by a governing body. The law specifies which actions may be subject to back door referendums.

Boundaries, library — The legally defined, limited geographical area from which the library board can require tax support for the purpose of providing library service

Budget — A plan for conforming expenditures to income

Bylaws — A law, ordinance, or regulation made by a public or private corporation, or an association or unincorporated society, for the regulation of its own local or internal affairs and its dealings with others or for the government of its members

Cataloging — The preparation of bibliographic records in accordance with specific, uniform principles (See Classification)

CD-ROM — **C**ompact **D**isc **R**ead **O**nly **M**emory. A compact disc format used to hold text, graphics, and sound much like an audio CD but with a different track format for data. The audio CD player cannot play CD-ROMs, but CD-ROM players usually can play audio CDs and have output jacks for a headphone or amplified speakers. CD-ROMs hold in excess of 600 MB of data, which is equivalent to about 250,000 pages of text or 20,000 medium-resolution images.

C.F.R. — **C**ode of **F**ederal **R**egulations

Classification — Arrangement of bibliographic records by specific numbers and letters in accordance with a systematically predetermined and arranged schedule, generally by subject matter. Two commonly known and used schedules are the Dewey Decimal System and Library of Congress Classification.

Collection Management — The continuous review and evaluation of the library's collection to ensure that it is current, relevant, and useful

Conflict of Interest — As defined in 50 Ill. Comp. Stat. Ann. 105/3 et seq., it is having an interest in any contract or the performance of any work in the making or letting of which such public official (library director or trustee) may be called upon to act or vote. The statute also prohibits accepting or offering to receive any money or thing of value as a gift or bribe or means of influencing a vote or action.

Cooperative Collection Development — A system for coordinating selection and purchase of materials between two or more libraries to avoid unnecessary duplication and to complement the collections in participating libraries

Corporate authority — The aggregate body of officers of a municipal corporation vested with authority in regard to the particular matter spoken of in the statute

CREW — **C**ontinuous **R**eview, **E**valuation, and **W**eeding. An ongoing process of evaluating and weeding collections as detailed in Belinda Boon's, *The Crew Method: Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium Sized Public Libraries* (Austin: Texas State Library, 1995.)

EEOC — **E**qual **E**mployment **O**pportunity **C**ommission

FICA — **F**ederal **I**nsurance **C**ontributions **A**ct. Under the provisions of FICA, an equal amount is paid by the employer and the employee (now 7.65 percent each, of which 1.45 percent goes toward Medicare)

FTE — Full-time equivalent employee

ILA — Illinois Library Association

ILL. COMP. STAT. ANN. — *Illinois Compiled Statutes*, the general and permanent laws of the State of Illinois, recodified under Public Act 86-523 and Public Act 87-1005

ILLINET — Illinois Library and Information Network

ILLINET Interlibrary Loan Code — The rules governing interlibrary loan policy within the ILLINET libraries. The revised code was approved by the Illinois State Library Advisory Committee, endorsed by the Illinois library systems and adopted by the Illinois State Library, effective January 1993.

ILLINET Online — A computer-based catalog of library materials that can be used to find information about items owned by approximately 800 libraries throughout Illinois.

IMRF — Illinois Municipal Retirement Fund. IMRF is established under statutes adopted by the Illinois General Assembly and governed by a board of seven trustees who must also be participating members. Many, but not all, Illinois public libraries participate in IMRF. Employers and employees contribute to the fund.

LAN — Local Area Network. A communication network made up of servers, workstations, a network operating system, and a communications link that serves users within a confined geographical area

MARC — **MA**chine **R**eadable **C**ataloging. A communication format developed at the Library of Congress for the transmission of catalog data

MLS — Masters in Library Science

Nonresident fee cards — Illinois public libraries may sell cards to persons who reside outside of the library's tax supported boundary area. (See 75 ILL. COMP. STAT. ANN. 5/4-7 for municipal libraries and 15 ILL. COMP. STAT. ANN. 30.55.60 for district libraries.)

OPAC — **O**nline **P**ublic **A**ccess **C**atalog. An online card catalog, stand-alone or part of a network, that is accessible to the public

Open Meetings Act — An Illinois law outlining the conduct of governmental business in regard to public meetings (See ILL. COMP. STAT. ANN. 120/1 to 120/6.)

OSHA — **O**ccupational **S**afety and **H**ealth **A**dministration

PLA — **P**ublic **L**ibrary **A**ssociation, a division of the American Library Association

Reciprocal borrowing — An agreement whereby two or more libraries extend borrowing privileges to each other's patrons

Referendum — The submission of a proposed public measure or law to the vote of the people for ratification or rejection. The manner in which this is done by library boards is prescribed by Illinois law.

TDD — **T**elecommunications **D**evices for the **D**eaf

TTY — Teletypewriter. A low-speed teleprinter that allows hearing impaired individuals to communicate with a typewriter and phone line

U.S.C. — *United States Code*

Appendices

Bloodborne Pathogen Policies
by Lance C. Malina, Klein, Thorpe and Jenkins, Ltd.

The point of this article is to briefly explain why public libraries are now required to have what is commonly called a "bloodborne pathogen policy." It is hoped that this brief explanation will alleviate concerns that compliance will be complicated, difficult and expensive. Indeed, once understood, the policy itself should be relatively simple to adopt and implement, and should also alleviate health and safety concerns of library employees b y providing clear guidance on how to deal safely with specific situations involving potential bloodborne pathogens.

In 1993, the Illinois Department of Labor adopted by regulation the 1991 federal OSHA bloodborne pathogen policy regulations and applied the OSHA regulations to Illinois public employers. At the heart of the OSHA regulations is the requirement that every public employer must design and Exposure Control Plan or policy to eliminate or minimize exposure to bloodborne pathogens. A bloodborne pathogen is defined as any of the microorganisms found in human blood that can cause diseases in humans. Thus, cuts and scratches ordinarily result in pathogens (vomiting does not unless blood is visibly present). The regulations treat all exposed human blood as contaminated for purposes of triggering the safety requirements.

The Exposure Control Plan must include the following: (1) a list of employees who have occupational exposure to such pathogens; (2) methods to eliminate or minimize employee exposure; (3) a procedure for evaluating exposure incidents; and (4) a schedule indicating compliance with the requirements of protective methods, vaccinations, training and record keeping.

These requirements are basically common sense guidelines that should actually work to improve the safety of the work place at no great expense. The value of having the employee list is that it helps assure that the individuals who must deal with human blood are the best trained for the job and identified as such. Methods for eliminating or minimizing exposure obviously make a safe work place by making all award of specific procedures, rather than dealing with situations in a haphazard way. These methods are practical, including rules for isolating the hazard, hand washing, storage and disposal of sharp items, storage and transport of potentially infectious materials, labeling, etc. Requiring an evaluation of each exposure incident, in turn, makes the employee cleaning up human blood more conscious of detail and, thus, safe. Similarly, the compliance requirements help ensure that all state safety concerns are being put into practice on an incident-to-incident basis. The essence of the compliance requirements is that records must be maintained regarding training or employees with exposure as well as the exposure evaluations records of the availability of certain vaccinations, including the vaccination for Hepatitis B.

To the extent that the record keeping implicates privacy concerns of employees, it should be noted that the regulations are quite clear in requiring such records to be kept separate from the employee's basic personnel file and confidential. No medical record is to be disclosed without the direct written consent of the employee or, in certain unusual cases, prior court approval under the regulations.

In sum, enactment of a bloodborne pathogen policy is easily accomplished, and a clear and properly drafted policy will make it possible for everyone in the work place to be safe and healthier.

Bloodborne Pathogen Policies
by Laura M. Smith, Wessels & Pautsch, P.C.

As requested, I am documenting my advice that it is unlikely that employees of the Illinois library community would be covered by the Bloodborne Pathogen Standard of the Occupational Safety and Health Act. Section (a) of the Standard states:

> This section applies to all occupational exposure to blood or other potentially infectious materials as defined by Paragraph (b) of this section.

Section (b) of the Standard defines "occupational exposure" as follows:

> Occupational Exposure means reasonably anticipated skin, eye, mucous membrane, or parental contact with blood or other potentially infectious materials that may result from the performance of the employee's duties.

If there are no positions within the library that have a reasonable expectation of exposure, this standard would not apply to your employees.

If, in the future, you designate an employee as some sort of first contact in the event of an injury on site, that person may be subject to the bloodborne pathogen standard. If this event occurs, please check the relevant regulations [29 C.F.R.§1910.1030].

Appendix 2.1
Topics Recommended for Inclusion in Board Bylaws

1. Official name and location of library

2. Trustees
    .   Method of election or appointment
    .   Term limitation
    .   Duties and responsibilities
    .   Filling a vacancy
    .   Conflict of interest provision
    .   Removal

3. Officers
    .   Definition
    .   Duties
    .   Nomination and election procedure and meeting
    .   Filling a vacancy
    .   Removal

4. Committees
    .   Standing
    .   Appointment of ad hoc

5. Meetings
    .   Time and place of regular meetings
    .   Method for calling special meeting
    .   Quorum for making decisions

6. Order of business
    .   Roll call
    .   Approval of previous meetings minutes
    .   Correspondence and communications
    .   Officers' reports
    .   Committee reports
    .   Financial report and approval of expenditures
    .   Library administrator's report
    .   Unfinished business
    .   New business
    .   Adjournment

7. Minutes
    .   Reflect attendance and actions taken

8. Appointment/termination of library administrator

9. Amendments—procedures for repealing, amending, or adding

10. Time frame for review

Topics Recommended for a Policy Addressing the Public's Use of the Library

1. Days and hours of service

2. Borrowing privileges

    .   Eligibility

    .   Fees for nonresidents

    .   Registration

3. Circulation

    .   Length of loans

    .   Limits on number of items

    .   Renewals

    .   Reserves
         Interlibrary loans

    .   Lost or damaged materials

    .   Fines and fees

4. Using other libraries

5. Access to materials (See appendix 4.1)

6. Reference (See appendix 5.1)

7. Service to patrons with disabilities

8. Confidentiality of library records

9. Use of meeting rooms, exhibit areas, bulletin boards

10. Behavior in the library

See appendix 4.1 for gifts, access to library materials, and requests for reconsideration of library materials.

Records to Be Retained

To date, there are 38 items to be retained—permanently or for a limited duration. Contact the following for information:

Local Records Unit

Record Management Section

Illinois State Archives

Springfield, IL 62756

(217) 782-7075

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1.   Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2.   Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3.   Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4.   Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5.   A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6.   Libraries which make exhibit space and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended by the ALA Council February 2, 1961; June 27, 1967; and January 23, 1980.

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Library Bill of Rights: Interpretations

Access for Children and Young People to Videotapes and Other Nonprint Formats

Access to Electronic Information, Services and Networks

Access to Library Resources and Services Regardless of Gender or Sexual Orientation

Access to Resources and Services in the School Library Media Program

Challenged Materials

Diversity in Collection Development

Economic Barriers to Information Access

Evaluating Library Collections

Exhibit Space and Bulletin Boards

Expurgation of Library Materials

Free Access to Libraries for Minors

Library-Initiated Programs as a Resource

Meeting Rooms

Restricted Access to Library Materials

Statement on Labeling

The Universal Right of Free Expression

Note: These documents were current at the time of printing. Please contact the ALA Office for Intellectual Freedom for additional information including the above mentioned interpretations.

The Freedom to Read

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United State the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for a new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the

freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom it read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.*

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered to them. To stifle every nonconformist idea at birth would make the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what books should be published or circulated.*

   Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks is proper.

3. *It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.*

   A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or the author as subversive or dangerous.*

   The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.*

   It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.*

   The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We

realize that the application of these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972; January 16, 1991; by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by

American Library Association

Association of American Publishers

Subsequently Endorsed by

American Booksellers Association

American Booksellers Foundation for Free Expression

American Civil Liberties Union

American Federation of Teachers AFL-CIO

Anti-Defamation League of B'Nai B'rith

Association of American University Presses

Children's Book Council

Freedom to Read Foundation

International Reading Association

Thomas Jefferson Center for the Protection of Free Expression

National Association of College Stores

National Council of Teachers of English

P.E.N.-American Center

People for the American Way

Periodical and Book Association of America

Sex Information and Education Council of the U.S.

Society of Professional Journalists

Women's National Book Association

YWCA of the USA

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Freedom to View Statement

The freedom to view, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place of censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest possible access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.

2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.

3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of content.

4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, and other audiovisual materials on the basis or the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.

5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

Freedom to View Committee of the American Film and Video Association (AFVA). Adopted by the AFVA Board of Directors February 1979; revised in 1989 and endorsed by the ALA Council January 10, 1990.

Appendix 2.7
Ethics Statement for Public Library Trustees

Trustees in the capacity of trust upon them, shall observe ethical standards with absolute truth, integrity, and honor.

Trustees must avoid situations in which personal interests might be served or financial benefits gained at the expense of library users, colleagues, or the institution.

It is incumbent upon any trustee to disqualify himself/herself immediately whenever the appearance of conflict of interest exists.

Trustees must distinguish clearly in their actions and statements between their personal philosophies and attitudes and those of the institution, acknowledging the formal position of the board even if they personally disagree.

A trustee must respect the confidential nature of library business while being aware of and in compliance with applicable laws governing freedom of information.

Trustees must be prepared to support to the fullest the efforts of librarians in resisting censorship of library materials by groups or individuals.

Trustees who accept library board responsibilities are expected to perform all of the functions of library trustees.

This statement was developed by the American Library Trustee Association (ALTA) and the Public Library Association (PLA) Common Concerns Committee. It was adopted by both the ALTA and PLA Boards in July 1985, amended by ALTA in July 1988 and approved by PLA in January 1989.

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Code of Ethics

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees, and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

1.   We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

2.   We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

3.   We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

4.   We recognize and respect intellectual property rights.

5.   We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions

6.   We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

7.   We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

8.   We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted by the ALA Council, June 28, 1995.

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Appendix 2.9
Topics Recommended for a New Trustee Orientation

1. Mission statement, long-range plan, and all library policies

2. Budget, budget cycle, and way in which the budget is developed, monthly financial reports; levy; and relationship between library and municipality/ies, county, and state library

3. *The Freedom to Read*, the *Library Bill of Rights*, and its interpretations; collection management; censorship issues and the procedure for addressing a patron's request for reconsideration of library materials

4. Board bylaws, board/library administrator responsibilities, and errors and omissions insurance

5. Board meetings, committee meetings, names and addresses of other trustees, sample agenda, and prior year's minutes

6. Current standards for Illinois public libraries, state library annual report, State Library Per Capita Grant, and University of Illinois Library Research Center Management Profile

7. Copy of *Illinois Library Laws* (St. Paul, Minn.: West) issued biennially by the ILA

8. Copy of Shaw, Jane Belon, et al. *Trustee Facts File* (Chicago: Illinois State Library, ILA, 1997)

9. Copy of *Illinois Legislative Directory* (Chicago: ILA) issued biennially

10. Latest edition of *Robert's Rules of Order*

11. The value/benefits of membership in professional organizations such as the American Library Association and the Illinois Library Association

1. Employee classifications and definitions

2. Hours of work

3. Salary administration and payment

4. Recruitment and selection

    .   EEOC provision

    .   Persons affected by the American Disabilities Act

5. Benefits

    .   FICA and pension

    .   Vacation

    .   Sick leave

    .   Family leave

    .   Paid holidays

    .   Health/life insurance

    .   Jury duty

    .   Compassionate leave

6. Staff development

7. Personnel procedures

    .   Performance appraisal

    .   Grievance procedures

    .   Administrative leave

8. Personnel records

9. Job descriptions (if not included elsewhere)

10. Caveat noting that no part of this policy constitutes an employment contract

11. "Employment at Will" statement

Note: All employee information guides or personnel policies should be reviewed by the library's attorney.

Appendix 3.2
Recommended Staffing Levels

		FTE per 1,000 in addition to base FTE	FTE per 1,000 in addition to base FTE	FTE per 1,000 in addition to base FTE	FTE per 1,000 in addition to base FTE
Population	Base	Minimum	Growing	Established	Advanced
Less than 1,000	0.05	0.25	0.5	0.75	1
1,000 - 2,499	1	0.25	0.5	1	1.5
2,500 - 4,999	1	0.25	0.5	1	1.5
5,000 - 9,999	2	0.25	0.5	1	1.5
10,000 - 14,999	4	0.25	0.5	1	1.25
15,000 - 24,999	8	0.25	0.5	0.9	1.25
25,000 - 49,999	18	0.25	0.5	0.75	1
50,000 - 74,999	30	0.25	0.5	0.75	1
75,000 - 99,999	45	0.25	0.5	0.75	1
Over 100,000	60	0.25	0.5	0.75	1

Example

1. The library's jurisdictional population is 8,500.

2. The library wishes to achieve the "growing" level.

3. The library's population places it in the 5,000-9,999 population range. The "base" for this range is 2 FTE.

4. The number of additional FTEs needed to reach the "growing" level is .5 per 1000 population. Multiply 8.5 (the library's jurisdictional population of 8,500 divided by 1,000) by .5 to get the number of additional FTE's: 4.25.

5. Add this number (4.25 FTE) to the base (2 FTE). To reach the "growing" level, the library will need a staff of 6.25 FTE.

Note: The "base" is not a level. It is a number to be used in the calculation. For the purposes of this document, an FTE works 37.5 hours per week exclusive of any meal breaks of a half hour or more but including all other breaks.

Topics Recommended for a Collection Management Policy

1. Description of community to be served

2. Description of user groups to be served (children, young adults, nonEnglish speaking, adult new reader, audio and visually challenged, etc.)

3. Purpose of the collection

4. Responsibility for collection management

5. Parameters of the collection, including subject areas, formats, etc.

6. Criteria for selection, replacement, and withdrawal

7. Gifts

8. Provision for user requests

9. Reconsideration of materials

10. Statement on intellectual freedom adopting the *Library Bill of Rights* and other ALA intellectual freedom statements (See appendices 2.4 - 2.6.)

Appendix 4.2
Book Collection Table

Population	Base	Volumes per Capita in addition to base volumes Minimum	Volumes per Capita in addition to base volumes Growing	Volumes per Capita in addition to base volumes Established	Volumes per Capita in addition to base volumes Advanced
Less than 1,000	2,000	5	7	11	17
1,000 - 2,499	6,000	2	3	7	13
2,500 - 4,999	10,000	1.75	2.75	5	9
5,000 - 9,999	18,000	1.25	2.5	4	7.5
10,000 - 14,999	35,000	0.6	2	2.75	6
15,000 - 24,999	45,000	0.6	2	2.75	5.5
25,000 - 49,999	70,000	0.5	2	2.75	5.25
50,000 - 74,999	110,000	0.5	2	2.5	4.75
75,000 - 99,999	150,000	0.4	1.75	2.25	4.5
Over 100,000	220,000	0.4	1.75	2.25	4

Example

1.   The library's jurisdictional population in 38,000.

2.   The library determines that it wishes to achieve the "established" level.

3.   The library's population is in the 25,000 - 49,999 range. Therefore the "base" for the library is 70,000.

4.   The "established" level for this population range is 2.75 volumes per capita.

5.   Multiply 2.75 times 38,000 (the jurisdictional population) = 104,500.

6.   Add this number (104,500) to the base (70,000) for a total of 174,500 volumes.

Note: The "base" is not a level. It is a number that is used in the calculation.

Periodical Collection Table

		Subscriptions per Capita in addition to base subscription	Subscriptions per Capita in addition to base subscription	Subscriptions per Capita in addition to base subscription	Subscriptions per Capita in addition to base subscription
Population	**Base**	**Minimum**	**Growing**	**Established**	**Advanced**
Less than 1,000	15	15	30	50	70
1,000 - 2,499	20	15	20	30	40
2,500 - 4,999	30	15	20	25	30
5,000 - 9,999	45	10	15	20	25
10,000 - 14,999	60	8	12	14	18
15,000 - 24,999	120	8	12	14	18
25,000 - 49,999	180	6	8	10	18
50,000 - 74,999	250	4	6	9	18
75,000 - 99,999	450	3	5	7	14
Over 100,000	600	2	4	6	12

Example

1. The library's jurisdictional population is 1,200.

2. The library wishes to achieve a level of "growing."

3. The library's population places it in the 1,000 - 2,499 range. The "base" for this range is 20 subscriptions.

4. The number of additional subscriptions per 1,000 population for the "growing" level in this range is 20.

5. Multiply 1.2 (the jurisdictional population divided by 1,000) times 20 = 24.

6. Add this number (24) to the base number (20) for a total of 44 periodical subscriptions.

Note: The "base" is not a level. It is a number to be used in the calculation.

Appendix 5.1
Reference Service Policy Model

1. Reference service is available to all persons who reside within the jurisdictional boundaries of the library regardless of the age, race, sex, or social or economic status of the patron.

2. Reference materials are available for use in the library by everyone who resides within the jurisdictional boundaries of the library regardless of the age, race, sex, or social or economic status of the patron.

3. Staff trained to provide reference service are available during all hours the library is open.

4. Staff are trained in reference interviewing techniques, reader's advisory service, and in bibliographic instruction.

5. Staff treat all questions with equal respect.

6. Reference service is provided in response to all forms of inquiry including but not limited to the telephone, telefacsimile, TTY and TDD.

7. Reference questions that cannot be answered with on-site resources are referred to another agency. Such referrals are verified and/or mediated by library staff.

8. All requests for information receive an answer or status report within one working day.

9. The needs of the library users are treated with respect. Names of users and the transactions that occur between users and the reference staff are confidential and not discussed outside a professional context.

10. The library adopts and adheres to the ALA *Code of Ethics.*

11. Copies of this reference policy and the ALA *Code of Ethics* are available for patrons.

Additional topics to be addressed include:

- Priorities, if any, in handling reference questions—phone vs. in person, resident vs. nonresident

- Guidelines that address special categories of reference questions—homework, medical, legal (Bear in mind that if homework questions are not answered for a sixth-grader's term paper, they shouldn't be answered for a graduate seminar.)

- Guidelines that address the loan of reference material—does not circulate, a few hours, or overnight

Basic Reference Materials

The titles included in the following list are widely used and have received good reviews. Check with the publisher to determine the date of the most recent edition. The publisher may also know if and when a new edition will be available.

1.   Unabridged dictionary (5 years)

      Random House Unabridged Dictionary. 2d ed. New York: Random House, 1993.

2.   Encyclopedia (4 years)

      The World Book Encyclopedia. Chicago: World Book Inc., annual.

3.   Thesaurus (3 years)

      Roget's International Thesaurus. 5th edition. New York: HarperCollins, 1992.

4.   Almanac (Current)

      World Almanac and Book of Facts. Mahwah, N.J.: Funk & Wagnalls. Annual.

5.   *The African American Almanac.* 6th ed. Detroit, Mich.: Gale, 1994.

6.   *Guiness Book of World Records.* New York: Facts on File. Annual.

7.   *Handbook of Illinois Government.* Springfield, Ill.: Illinois Secretary of State of Illinois, annual. Available from Illinois Secretary of State, Shipping Room, Centennial Building, 62756.

8.   Survey of Illinois history

      Illinois: A Description and Historical Guide. American Guide Series, Federal Writer's Project. Temecula, Calif.: Reprint Services Corp., 1971.

      Hoffman, John. *A Guide to the History of Illinois: Reference Guides to State History & Research.* Westport, Conn.: Greenwood, 1991.

      Additional titles include the following out of print books that may be owned by many libraries.

      Clayton, John. *Illinois Fact Book and Historical Almanac.* Carbondale: Southern Illinois Univ. Press, 1970.

      Howard, Robert P. *Illinois: A History of the Prairie State.* Grand Rapids, Mich.: Eerdmans, 1972.

      Sutton, Robert P., ed. *The Prairie State: A Documentary History of Illinois.* Grand Rapids, Mich.: Eerdmans, 1976.

9.   *Illinois Blue Book.* Springfield, Ill.: Secretary of State, Illinois, biennial. Free. Available from Illinois Secretary of State, Shipping Room, Centennial Building, Springfield, IL 62756.

10.   *Illinois Statistical Abstract.* Champaign, Ill.: Bureau of Economic and Business Research, University of Illinois at Urbana-Champaign, annual.

11   *League of Women Voters Legislative Directory.* Chicago: League of Women Voters, biennial. Available from the League at 332 S. Michigan Ave., Chicago, 60604.

12.   Guide to local government officials of any municipality/township/county served by your library.

13. Municipal code for your community (If the library district serves more than one community, all codes should be available to patrons.)

14. *Statistical Abstract of the U.S.* Washington, D.C.: GPO, annual.

15. *U.S. Government Manual.* Washington, D.C.: GPO, annual.

16. Prescription and nonprescription drug information

> Griffith, H. Winter. *Complete Guide to Prescription and Nonprescription Drugs.* New York: Berkley, 1995.

17. Medical dictionary (5 years)

> *The HarperCollins Illustrated Medical Dictionary.* New York: HarperCollins, 1993.
>
> *Merriam Webster's Medical Desk Dictionary.* Springfield, Mass.: Merriam Webster, 1995.

18. Medical guide or encyclopedia (5 years)

> *Merck Manual of Diagnosis and Therapy.* 16th ed. Rahway, N.J.: Merck, 1993.
>
> *Current Medical Diagnosis and Treatment.* Stamford, Conn.: Appleton & Lange, 1997.

19. *American Medical Association Handbook of First Aid and Emergency Care.* Chicago: AMA, 1990.

20. United States road atlas (Current edition)

> *Rand McNally U. S. Road Atlas.* Skokie, Ill.: Rand McNally, annual.

21. Local phone book

22. Phone book for nearest metro area

23. Subscription to local newspaper

24. *National Five Digit Zip Code and Post Office Directory.* Washington, D.C.: United States Postal Service, annual

25. Magazine about current events: *Newsweek*, *Time,* or *U.S. News and World Report*

26. College guide (2 years)

> Straught, Charles T., II, and BarbaraSue L. Straught. *Lovejoy's College Guide.* New York: Prentice-Hall, annual.

27. Basic guide to financial aid for college (current edition)

> *College Costs and Financial Aid Handbook.* New York: College Entrance Examination Board, 1995.

28. "Report cards" of school districts in library's service area

29. *Illinois Public School Districts and Schools.* Springfield, Ill.: Illinois State Board of Higher Education, annual.

30. Illinois nonpublic schools. Springfield, Ill.: Illinois State Board of Higher Education, annual.

31.	Lasser, J. K. *J. K. Lasser's Your Income Tax*. Englewood Cliff, N.J.: Prentice Hall, annual.

32.	Social security and medicare information (Current edition)

> Jehle, Faustin F. *Complete Guide to Social Security and Medicare*. New York: Dell, annual.

33.	Reproducible federal and state tax forms for use in libraries available from U.S. and Illinois departments of revenue

34.	Book of quotations (5 years or less)

> *Bartlett's Book of Quotations*. 16th ed. Boston: Little, Brown, 1992.

35.	Benet, William Rose. *Reader's Encyclopedia*. 3d ed. New York: Harper, 1987.

36.	Biographical dictionary (10 years)

> *Webster's New Biographical Dictionary*. Springfield, Mass.: Merriam Webster, 1995.

37.	Nature or field guides: National Audubon Society, Simon and Schuster, and the Peterson field guides of birds, mammals, fish, insects (butterflies, moths, and spiders are combined in one series and have separate titles in others), mushrooms, wildflowers, trees, seashells, rocks and minerals, astronomy, weather

38.	Basic guide to resume writing (5 years)

> Yate, Martin John. *Resumes That Knock 'em Dead*. Holbrook, Mass.: 1994.

39.	*Occupational Outlook Handbook*. Washington, D.C.: The Bureau of Labor Statistics, annual.

40.	Book of etiquette. (10 years)

> Post, Peggy. *Emily Post's Etiquette*. 16th ed. New York: HarperCollins, 1997.

41.	Reviewing source for new books

> *Booklist*—includes adult, young adult and children's materials

42.	*Consumer Price Index News Release*. Monthly. Free. (for U. S., North Central states and Chicago) U. S. Dept. of Labor, Bureau of Labor Statistics, 230 S. Dearborn, 9th floor, Chicago, IL 60604 or call 312-353-1880

43.	Book of interest and mortgage tables (5 years)

> *Monthly Interest Amortization Tables*. Chicago: Contemporary, 1994.

44.	Consumer product evaluations and price guides

45.	Legal dictionary (10 years)

> Black, Henry C. and Joseph R. Nolan. *Black's Law Dictionary*. 6th ed. St. Paul, Minn.: West, 1993.

46.	Guide to parliamentary procedure

> *21st Century Robert's Rules of Order*. New York: Dell, 1995.

47. Szuos, Loretto Dennis, and Sandra Hargreaves Luebking, eds. *The Source: A Guidebook of American Genealogy.* Salt Lake City: Ancestry, 1997.

48. *Halliwell's Film Guide.* Revised and updated. New York: HarperCollins, 1995.

49. *Chase's Annual Events.* Chicago: Contemporary Books, annual.

50. Lima, Carolyn W., ed. *A to Zoo: Subject Access to Children's Picture Books.* New Providence, R.I.: R. R. Bowker, 1993.

51. *Your Reading: A Booklist for Junior High and Middle School Students.* 8th ed. Urbana, Ill.: National Council of Teachers of English, 1991.

52. *Best Books for Children: Preschool through the Middle Grades.* New Providence, R.I.: R. R. Bowker, 1990.

53. Pilger, Mary A. *Science Experiments Index for Young People.* Littleton, Colo.: Libraries Unlimited, 1996.

54. *Worldmark Encyclopedia of the States.* 4th ed. Detroit, Mich.: Gale, 1997.

55. *Rand McNally Goode's World Atlas.* 19th ed. Skokie, Ill.: Rand McNally, 1992.

56. *State Names, Seals, Flags, and Symbols: A Historical Guide.* Westport, Conn.: Greenwood, 1994.

Evaluating Reference Service

Some of the factors that affect the quality of reference service are staff approachability and expertise in conducting a reference interview; the accuracy, usefulness, and completeness of information; hours of service; and ease with which patrons can use the facility.

It is important to determine what is being evaluated and then structure the questions accordingly.

Evaluating the quality of the information

> Did you receive accurate, complete, and usable information in response to your question?

Evaluating the ability of the librarian to conduct a reference interview

> Was the librarian approachable?
>
> Was the librarian patient and encouraging in determining what information you needed?
>
> Did the librarian provide the source of the information?
>
> Did the librarian ask if the information answered your question?

The library may also wish to determine if there are significant changes in the number of reference questions that are asked from year to year or from month to month. This type of data is useful to determine if additional staff are needed or to assess if measures taken to increase patron use of reference service have been successful.

An annual count, using marks on a grid that may be divided into columns for days and hours and rows for phone and in-person, will yield a variety of data.

If comparing the quantity of library patrons' reference questions with those asked in another library, "Reference Transactions per Capita" is the best measure. However, there must be verification that XYZ and ABC library use the same criteria for a reference question and have similar service points. (See Nancy Van House, et al., *Output Measures for Public Libraries.* 2nd ed. [Chicago: ALA, 1987], 65-66.]

Unobtrusive testing is a procedure in which a set of pretested questions that require factual answers are asked of reference librarians who do not know that they are being tested. The tests are conducted by paid consultants or with volunteers or colleagues from other libraries.

Drawbacks include:

1. Universal dislike of being tested, particularly without one's knowledge

2. Fear that the results may be used in a negative manner

3. Inability to answer the majority of reference questions with one factual answer

4. Cost if the testing is done by paid consultants

Hours of Service by Population

	Minimum		Growing		Established		Advanced	
Less Than 1,000	25		28		32		36	
1,000 - 2,499	28		36		40		48	
2,500 - 4,999	36		40		56		64	Sun Sep-May
5,000 - 9,999	48		56		64	Sun Sep-May	72	Sun All Year
10,000 - 24,999	56		64	Sun Sep-May	68	Sun Sep-May	72	Sun All Year
25,000 - 49,999	64	Sun Sep-May	68	Sun Sep-May	72	Sun All Year	72	Sun All Year
50,000 - 74,999	72	Sun Sep-May	72	Sun All Year	72	Sun All Year	72	Sun All Year
75,000 - 99,999	72	Sun All Year	72	Sun All Year	72	Sun All Year	72	Sun All Year
Over 100,000	72	Sun All Year	72	Sun All Year	72	Sun All Year	72	Sun All Year

1. Reader seating—determining number of seats

   Figures are for public reading room seating only and do not include workstation seating, staff seating, or meeting room seating.

Population	Recommended Number of Seats
Under 999	20 seats
1,000-4,999	20 seats plus 5 seats for every 1,000 population over 1,000
5,000-9,999	40 seats plus 4 seats for every 1,000 population over 5,000
10,000-24,999	60 seats plus 3 seats for every 1,000 population over 10,000
25,000-49,999	105 seats plus 2.5 seats for every 1,000 population over 25,000
50,000-74,999	167 seats plus 1.5 seats for every 1,000 population over 50,000
75,000-99,000	204 seats plus 1 seat for every 1,000 population over 75,000
Over 100,000	229 seats plus 1 seat for every 1,000 population over 100,000

2. Seating

Type of seat	Square Feet Required
For preliminary planning, per seat	30
Adult at reading table	25
Adult lounge	40
Carrel	30
Preschool seating at multi-person table	20
Index table with six seats	140
Storytelling seating	10
Meeting room, seating in rows	10
Conference room, seating at tables	25

3. Shelving—preliminary estimates

Type of Material	Items per Square Foot
Books, AV - items	10
Current periodicals - titles	1.5
Periodical storage - year of one title	3

4.   Workstations

Type of Station	Square Feet Required
Microform reader	35 - 45
Public access terminal	50
Public access microcomputer	50
Staff workstation	125 - 150

5.   Offices, work rooms, and workstations

Type of Office, etc.	Square Feet Required
Library administrator	175 - 275
Other private offices	125 - 175
Workroom stations	100 - 125
Program preparation and graphics	200 - 300

6.   Miscellaneous library furniture

Type of Furniture	Square Feet Required
Rotating paperback rack	35
Dictionary stand	30
Card catalog, per running foot of catalog front	10
Vertical file	10
Microform cabinet	15

7.   Nonassignable space

Nonassignable space is that portion of a building's floor plan that cannot be assigned directly to library service. Library walls, hallways, furnace rooms, janitor's closets, rest rooms, and stairwells are some examples. Nonassignable space typically comprises about 20 - 25 percent of the gross square footage of the finished building.

8.   Other planning considerations

In preliminary planning, consider the projected sizes of collections. See appendices 4.2 and 4.3 and "Supplemental Standard 6" in Chapter V.

Space for off street parking

Space for off street loading

Location of the library and orientation of the building on the site

Surveys offer an extremely useful way to explore the opinions of your users, of the people in your community, or any other group.

Who to ask

It's important that you ask questions of the right group of people. If you want to know how library users feel, asking people in the library is a good idea. But if you want to know how all the citizens of your library service area feel, you have to find a way to include the proper number of citizens who don't use the library.

The group of people you want to know about is called the "universe" of your study, and each person with whom you speak is called a "respondent."

What to ask

Questionnaires often omit questions on important topics, and they are notorious for collecting data that is never used.

Remember that the longer the questionnaire, the more likely it is to irritate people (or to be thrown away, if it's a questionnaire people fill in themselves). Keep your questionnaire as short as possible. Never ask a question unless you can tell what you'll do with the information.

One way to decide which questions are essential is to write a report with blanks where the numbers go, and then ask the questions necessary to fill the blanks.

Why to ask

The purpose of an honest questionnaire is to learn something about the respondents, not to tell them something or motivate them to do something. Unfortunately, there are a lot of bad examples out there.

> Some "questionnaires" are promotional devices masquerading as questionnaires. Their creators want to inform respondents rather than find out something about them. Watch out for pseudo-questions like, "Did you know that in 1997, over 73.7 percent of the residents of the Outstanding Library District visited their library, and every resident borrowed an average of 11.2 items during the year?!"

> Other "questionnaires" are fund-raising devices masquerading as questionnaires. Their creators start by asking a few inflammatory questions to get respondents into the mood, and then move on to the real business at hand, which is the request for donations. Political and issue-oriented groups frequently do this sort of thing, and the falsity is both obvious and embarrassing.

Be sure your questions are intended to learn something about your respondents.

Asking about "satisfaction"

Be careful when you ask people whether they are "satisfied." In general, simply asking people whether they are "satisfied" or "dissatisfied" with something is useful only for political purposes. Whether respondents are "satisfied" or "dissatisfied" depends not only on the degree to which your library meets their needs, but also on their expectations. Their prior experiences with other libraries—good or bad—will affect their responses to your library. In addition, they may expect services that cannot be offered by any library.

To make "satisfaction" questions useful for more than politics, be sure you ask about something very specific and ask to what degree people are satisfied. For example, you might want to ask, "How satisfied are you with our collection of how-to-do-it videos?" and ask respondents to check "very satisfied," "somewhat satisfied," "somewhat dissatisfied," or "very dissatisfied." This at least will give you an idea about what makes people particularly unhappy.

However, even asking the question this way tells you nothing about **why** people feel the way they do, or **what you need to change** to make people more satisfied. It's much more useful to ask respondents what changes would most improve the situation for them, and then give them a checklist of options.

How many to ask

Almost all surveys are based on talking to a "random sample" of people. A "sample" means that you are talking to only part of the people in the universe, and "random" means that each person in the universe has an equal chance of being in the sample.

The accuracy of surveys depends on the size of the sample, rather than on the size of the universe. For example, a random sample of 1000 citizens of the United States is about as accurate as a random sample of 1000 citizens of a town of 20,000 people.

A good minimum sample size for most library surveys of any size population is 400 **completed interviews**. This yields a margin of error ("confidence range") of about plus or minus 5 percent. (Most national surveys use samples of about 1200 to 1500, which gives a confidence range of about plus or minus 3 percent.)

How to draw a sample

If you are using telephone or mail questionnaires, and don't want to contact every resident of your service area, you'll need to draw (prepare) a sample of these residents.

Any technique that leads to randomness is a good sampling technique. Unfortunately, randomness is not always easy to achieve. One possible way to develop a fairly random list is to use a phone book. Because the phone book provides a **fairly** good list of all the households in an area, you can go through the book, marking every tenth or twentieth or whatever household, depending on the number of households you need.

The size of the sample you draw from the phone directory will depend on several factors:

a) Many of the cases in the sample you draw from a phone book may need to be excluded. If your telephone book does not separate household and business addresses into two sections, you will have to eliminate the business addresses from the sample you draw. And if your telephone book includes areas outside your library's service district, you will have to eliminate those addresses as well.

b) You will need a substantially larger sample than your target number of completed questionnaires. If you want 400 completed questionnaires on a telephone survey, for example, you will probably need a sample of anything from about 650 on up. This is true because you will find that some numbers are out of service, some people will refuse to answer your questions, some people will not be at home, and some people will not be able to communicate with the caller. (Actually, good survey technique calls for calling repeatedly when people aren't home.)

Telephone surveys are becoming increasingly difficult to carry out because people are tired of talking to surveyors. Some commercial surveyors are finding that as few as one contact in ten results in a completed survey. This problem is less severe in smaller communities, howover. You can also improve your chances if the callers immediately identify themselves as representing your library.

Once you know how big a sample you need, and what percentage of the numbers in your phone book will be inappropriate for your sample, you can figure out what percentage of the numbers in the book you will need to select. For example, suppose you want to draw a sample of 650 from a telephone book that has 4,000 entries, with 50 percent of those entries for addresses either outside your service area or for businesses. This means you want 650 of only 2,000 eligible entries, or about one out of three. Starting with page one, go through the entire book, highlighting every third entry. (Try not to read the entries, since you don't want to have your choices influenced by names.) Then cross out all the entries for businesses or non-residents.

If you are administering a questionnaire to people directly—such as in the library—by far the best thing to do is to ask everyone. When we try to sample people we meet in person, the sample tends to be non-random, because we have a subconscious tendency to talk to people who look friendly or who look like us.

Margins of error

With a sample of 400, a margin of error of plus or minus 5 percent means that if 40 percent of the people in the sample say "yes" and 60 percent say "no," the actual proportion of "yes" answers in the total population (the universe) probably lies within a range of from 35 to 45 percent, and of "no" answers within a range of from 55 to 65 percent.

Forty percent "no" and 60 percent "yes" is a useful finding, because we can definitely say that there is a majority who prefer "no." Even in the most extreme case, it is very likely that no more than 45 percent of the entire population would say "yes," and at least 55 percent would say "no."

However, if 46 percent of the people in the sample say "yes" and 54 percent say "no," the true figure for the entire population is very likely to between 41 and 51 percent for "yes," and between 49 and 59 percent for "no." Under these circumstances, the plus-or-minus ranges for "no" and "yes" overlap, and you cannot confidently say that more people in the entire population would say "no" than "yes."

If the plus-or-minus ranges for "yes" and "no" don't overlap, you can say there is a "significant" difference between the two answers. (In statistics, "significant" doesn't mean extraordinary. It just means that the margins of error don't overlap. When advertisers—obviously a tricksy lot—talk about "significant" differences, they are using the word in the statistical sense but hoping users will assume it means something really impressive.)

Remember that margins of error depend primarily on the size of the sample rather than the size of the universe. If your library serves only 400 adults, you'll have to try to survey everyone.

How to ask

It's extremely important that you do not ask questions in a way that will tell people what answer you want to hear. Because people are friendly, they often try to tell you whatever will please you. Don't say, for example, "Help us get a grant by telling us whether you like our new color scheme." Try to make the questions neutral as possible.

Similarly, it's extremely important that you not force people to pick from a group of answers when they may not agree with any of the answers. Questions should usually provide for responses like "I don't know" or "Other."

Sometimes, however, you may be asking people to respond to a genuinely limited range of options, and in this case you may need to limit answer categories to *force* respondents to make choices. For example, if you have a limited budget and are looking for public input on priority setting, you may have to ask respondents to opt for either "more books" or "longer service hours," and not to check both. Or there may be courses of action you cannot take, regardless of public opinion.

One of the dangers of asking people questions like, "If we offered this service, would you use it?" is that people often say "yes" but then don't actually use the service. The first questionnaire at the end of this Appendix shows one way to avoid this problem, by asking people who are *already* doing something.

Answer categories

Most surveys include "answer categories." Answer categories are pre-selected answers that respondents can simply check off. For example, if a question were "What are your favorite kinds of novels?" answer categories might include "best sellers," "mysteries," "romances," "westerns," "science fiction," "classic novels," and so on, always ending with "other."

Answer categories are important, because they allow you to "tabulate" (count) how people respond to each question. If you ask people to tell you what they think about something, and don't have answer categories, you may get a lot of interesting comments, but it's almost impossible to convert them to percentages.

It's important to be sure that answer categories are worded neutrally and that they do not force respondents to give answers with which they are uncomfortable.

Every question with answer categories needs to include one labelled "other," with a blank respondents can use to provide answers you did not anticipate. (Actually, some answer categories can be literally complete and don't require places to respond "other." A good example of this is age categories. If you ask people how old they are, and provide two answer categories—"under 21" and "21 or older"—there's no need to let people answer "other.")

If you number the answer categories for each question "1," "2," "3," and so on, and then ask respondents to circle the code numbers, this will greatly simplify the job of tabulating your questionnaire by computer.

Actually, it's often a good idea to include an "open-ended" question (one with no answer categories at all) at the end of the questionnaire. You won't be able to tabulate the answers, but people's undirected comments are often useful to read. They're also fun, especially when they're of the "I love my library" variety.

Pre-testing

The best way to be sure that your instructions and questions are clear is to "pre-test" your questionnaire. Try it out on a few non-library friends to see whether they understand all your questions, aren't confused by the structure of the questionnaire, and feel that the length of the questionnaire is acceptable.

Pre-testing also gives you a chance to see whether the answer categories for each question are relatively complete. If half the people you pre-test answer a question by checking "other," talk with them to find out what their actual answers are, and then make a list of answer categories that fits their answers better.

Survey "resistance"

People are surveyed to death, and as the years go by it gets harder and harder to get them to cooperate. This is made even worse by the large number of phoney and self-serving surveys around, and by the number of sales calls that plague all of us. Some people use answering machines to sift their calls, and they don't pick up the phone if they don't want to speak with the caller.

However, most people like libraries and will be willing to talk with you. So if you are doing a telephone survey, be sure your callers identify themselves immediately as representing the library.

Where to ask the questions

You can do surveys in person, by telephone, or by mail.

In-person surveys can be done door-to-door, in the library, or in other locations, but in-person surveys outside the library may bring special problems and require professional advice.

Sections below cover surveys in the library, by telephone, and by mail.

In-house surveys

If you want to know how library **users** feel about something, you can ask them in the library.

Asking every user who comes into the library during a week (or however long it takes to accumulate at least 400 responses) provides a good time-framed sample of library users, but you need to remember that there will be more heavy users than occasional users in the sample. If this is a problem, you can ask all respondents how often they use the library, and then do separate analyses of heavy users and occasional users.

If you want an accurate general picture of library use, be sure you pick a "typical" time of the year. Avoid holiday times, the income-tax rush, the first week of summer reading programs, etc.

For surveys like this, it's important to **ask every user who comes into the library**. If the people asking questions or distributing questionnaires get to pick which users to survey, the results will always be inaccurate, because we all have a subconscious tendency to select friends or people who look happy and friendly and nice.

Telephone surveys

Telephoning is probably still the best way to reach a random sample of the entire population, but there are several sources of bias.

The more people who share a single telephone number, the less chance they have of being in the sample. This means that people with individual phone numbers have a much better chance of being in the sample than do members of large families with a single number. If you want to sample adults rather than households, you may need ask the person you speak with how many adults are in the household, and then weight your results. Ask the Library Research Center staff how to do this.

Other sources of error come from the facts that...

> People who stay at home have a better chance of being surveyed than do people with jobs.

> People who use answering machines to screen their calls will be under-represented.

> People with unlisted numbers will all be omitted. If you live in an area where a substantial percentage of people have unlisted numbers, you can prepare a list of numbers to call by randomly altering the last digits of the numbers in your service

area. Ask for professional help with this.

The best time to call is about supper time, when the whole family is at home, and you won't miss as many people who have jobs. (Now you know why all those jerks call when you are eating supper.)

If people don't answer when you call, or the line is busy, keep trying until you complete the interview, or until you have made 5 or 10 unsuccessful attempts, depending on your selected procedures.

One way to make your sample more accurate is to watch the breakdown of your completed interviews by known variables, such as sex. For example, when you conduct a questionnaire you will find that you are completing far more interviews with women than with men, because women are more likely to answer the phone. You can deal with this by asking for the male or female head of household on a alternating basis, or (when you you have too many completed questionnnaires with women respondents) start by telling the person who answers the phone that you need to speak with a male.

Surveys by mail

Mail surveys are easier and cheaper to carry out than are telephone surveys, unless all your telephoning is being done by volunteers.

With no caller to explain things in person to respondents, you will need to provide some kind of quick letter of introduction.

You will also need to provide a stamped, return envelope.

Response rates on mail-in questionnaires usually are poor. Some researchers code each questionnaire by number, keep track of which number goes to which respondent, and then send reminders to respondents who don't return their questionnaires.

A major problem doing questionnaires by mail is finding a good mailing list. You'll probably have to use the telephone book and keep in mind that you are sampling a list of households that have listed phone numbers.

Tabulating your results by hand

"Tabulating" means counting your results.

For a survey with just a few questions, you can do this manually. For each question, sort the survey sheets into stacks on the basis of answers selected, then count the number of sheets in each stack.

An easy way to record the totals for each question is to use a blank copy of the questionnaire and write in the total number of responses beside each answer category.

When you are tabulating the results, you will always have to deal with questions to which

the respondents did not reply. You can tabulate these as "no response."

Cross-tabulations

When you are analyzing your survey data, don't forget to consider "cross-tabulations." Cross-tabulating is survey jargon for looking at two questions at the same time. For example, if we have asked questions about the types of things people borrow from the library and about how often they visit the library, we can ask, "Do the people who come to the library primarily for non-fiction come less frequently than those who come primarily to borrow fiction?"

Cross-tabulation can be done manually, although things can get messy. Divide your survey forms into two piles on the basis of whether people answered "yes" or "no" to the first question, and then count the "yes" and "no" answers to the second question in each pile.

Tabulating your results by machine

Many library surveys are tabulated by machine, because hand tabulation of a large number of questions is awkward, especially if you want cross-tabulations. Machine tabulation also provides a number of other statistical measures you may find of interest.

Most librarians will want to hire an agency to do machine tabulation. Call the Library Research Center for advice in this area.

Interpreting and reporting the results

Many people record results by preparing a table for each question, showing the number of people who gave each response to the question, and then converting these numbers to percentages.

In all questionnaire reporting, it's important to indicate the size of the sample. Most people do this by putting "N=whatever" at the top of each table of results. For instance, if you have responses from 510 people, your table should be labeled "N=510" right below the title.

When you report percentages in text, be careful to report only "significant digits." When you calculate a percentage, your calculator may give you a number like "37.34527 percent." But when we have error rates of plus or minus 5 percent, this figure really means "somewhere between about 32 and 42 percent." Unless your sample size is in the thousands, all the numerals after the decimal point in a percentage are absolutely meaningless and should never be reported. So always avoid the temptation to copy down what's on your calculator screen. Just round things off to the nearest whole percent—in this case "37 percent."

However, if confidence intervals are important to your readers, percentages should be reported to the first decimal place (for example, 37.3 percent), because readers need accurate knowledge of the *sample* result. In practice, this means that a scholarly report on

a sample of 400 may report 37.3 percent, but that a summary for public presentation should report just 37 percent.

What to do about low response rates on questions

All libraries conducting surveys have to deal with situations where users fail to respond to specific questions.

The first thing to check is whether something is wrong with the question. The fact that so many people failed to answer the question may mean it is unclear, and that you may not wish to report it at all.

You also need to ask yourself whether there is any good reason that those who did not respond might have different responses from those who did respond. If this is the case, you can't trust your results. For example, the question may be offensive to a certain group of users, whose responses will then be missing from your report. Surveys of annual income of the class of '72 will almost always lead to overly high figures, because the people who aren't making much money are much less likely to respond.

When a few respondents fail to answer a question, the neatest way to report the results is to calculate percentages based on the total number of answers to the question. For example, if you have 425 completed questionnaires, and only 411 answers for one question, you can base your percentages on 411 and place N=411 at the top of the table for that answer.

However, be careful not to repercentage the results when large numbers of people don't answer a question. This can often happen when there are questions not designed for everyone to answer. If you first ask people if they borrow CDs from your library, and then ask just those who borrow CDs how many they take out each month, the second question may be answered by only a quarter of the people who complete the questionnaire. If only 100 out of 400 people answer the second question, you may be tempted to report percentage breakdowns based on the answers of these 100 alone. However, this is a very dangerous activity because the margin of error for a sample of only 100 people is very much higher than the margin of error for an original sample of 400.

Where to go for help

The Library Research Center at the Graduate School of Library and Information Science at the University of Illinois is the state's primary authority on surveying library users.

If you have a quick question, the staff of the LRC will answer it for you at no charge. More extensive consulting is done at their standard rates. If you need quick advice or want to know what detailed consulting or a complex survey would cost, contact the LRC at:

> Library Research Center
> Graduate School of Library and Information Science
> University of Illinois

501 East Daniel
Champaign IL 61820-6212
Telephone: 217-333-1980
FAX: 217-244-3302

Examples of short, special-purpose surveys

Many libraries do major surveys once every five or ten years, calling hundreds of people and talking to each person for up to fifteen minutes. The Illinois State Library, the Library Research Center, and the library systems have examples of such surveys.

Major surveys, however, are a lot of work, and many standard forms include questions of no particular use to your library.

Because of this, consider doing a quick, short survey when there's something you need to know. The two examples below show what can be done without a great deal of effort.

The first survey makes use of reciprocal borrowing to help you decide what things you might change to attract more users to your library. It involves questioning your local cardholders who use libraries in other towns, to find out why they don't use their home library. This group is particularly interesting because you don't have to ask them to speculate on what they *think* they would like in your library. They're finding it somewhere else!

Once you know what things matter so much to your users that they will travel further to other libraries, you'll have a better idea of what you can do to build your own local usage. When you have tabulated the data, you can go through the list of most frequently checked items to see which you can afford to do.

To do a survey of this type, prepare a questionnaire to be administered to cardholders from your library who are borrowing materials from your neighboring libraries. Ask those libraries to have *your cardholders* fill out copies of the questionnaire when they borrow

materials there.

The questions below are only examples. Obviously, you'll want to list in particular the things that are missing from your library.

QUESTIONNAIRE

We are interested in the opinions of people from [your town or district] who use the [neighboring public library]. Please help the [your public library] plan for the future by answering these questions.

What things **especially** attract you to the [neighboring public library]?
(check as many as apply)

   ___   Just the variety. I use both libraries.

   ___   It's closer to where I work, go to school, commute, etc.

   ___   It has better parking.

   ___   I belong to a group that meets there.

   ___   I've used the library for years, and I'm used to it.

   ___   The building is more convenient.

   ___   The staff are more helpful and friendly.

   ___   It has more programs for children.

   ___   It has more programs for adults.

   ___   It has more convenient service hours.

   ___   It has better reference and information services.

   ___   It has longer loan periods.

   ___   It has more best sellers.

   ___   It has a larger adult fiction collection.

   ___   It has a larger adult non-fiction collection.

   ___   It has a larger children's book collection.

   ___   It has more videos.

   ___   It has more CDs.

   ___   It has more audiocassettes.

   ___   It has more magazines.

   ___   It has more online reference sources.

   ___   It has more public computer workstations.

   ___   Other (please specify):_____

_____-

Another reason for administering a quick questionnaire is to prepare yourself to respond to future pressures. For example, suppose that your community is considering closing one

of two major parking areas near your library. If you want to contest this closing, you'll need data on where library users park. If you can say with authority, "Of our users, 65 percent park in the parking lot you are preparing to close, and 95 percent of them dislike the substitute you are considering," it will give you far more powerful ammunition than a simple staff complaint.

A questionnaire like this is easy to administer when people enter the library (or even at the circulation desk, although you'll miss people who don't borrow things), but it won't pick up those people who are already completely disgruntled with the parking situation and have quit coming as a result.

This questionnaire also demonstrates several typical ways to organize questionnaires:

The questionnaire has answer categories for all questions, to enable you to tabulate (count) the questionnaires quickly. All questions with answer categories allow people to select "other" and then explain why they have done so.

The questionnaire has response code numbers for respondents to circle. This is extremely useful if the questionnaires will be tabulated by machine. If you are **sure** you will tabulate your questionnaires manually, you can instead have places to check, as in the questionnaire above.

Some of the answer categories were selected because of specific local situations. For example, a local bank parking lot next door to the library is available for use by library patrons after 4:00 p.m. on weekdays, so the answer categories in question 2 ask whether people came to the library before or after 4:00.

For each question, the survey form tells people whether to check one blank or to check all that apply.

The form asks people what they did **today**, on the presumption that this is more accurate than relying on their memories.

Because not all questions apply to all respondents, the form includes instructions for skipping questions.

The questionnaire fits on one sheet of paper, and would be even more popular with your users if it fit on **one side** of one sheet. Remember how you feel about getting long questionnaires.

Because you want to be able to report citizens' emotional responses to proposed changes in parking, the form includes questions about satisfaction.

The form also includes a completely open-ended question at the end, in case people have something they want to say on the subject, but your questions didn't fit.

[YOUR LIBRARY] PARKING QUESTIONNAIRE

Please help us serve you better by taking a couple of minutes to answer these questions.

1. Indicate the day of the week (please circle the code number in front of one answer)

    1   Monday through Friday

    2   Saturday or Sunday

2. And the time (please circle one code number)

    1   9 am until noon

    2   Noon until 4 pm

    3   After 4 pm

3. Did you come downtown today to make a special trip to the library, or did you do something else too? (please circle one code number)

    1   Special trip just to visit the library (please skip to question 5)

    2   Did something else, too (please continue with question 4)

4. What else did you do while you were downtown *today*? (please circle all the code numbers that apply)

    1   Worked

    2   Shopped

    3   Banked

    4   Ate out

    5   Visited my lawyer, accountant, or other professional office

    6   Visited the courthouse, city hall, post office, or other government office

    7   Other _____ (please specify)

5. How did you get downtown *today*? (please circle one code number)

    1   Drove and parked (please continue with question 6)

    2   Caught a ride (please skip to question 8)

3 Walked (please skip to question 8)

4 Biked (please skip to question 8)

5 Took the bus (please skip to question 8)

6 Took a taxi (please skip to question 8)

7 Other _____ (please specify) (please skip to question 8)

6. Where did you park? (please circle one code number)

  1 Metered space on this block

  2 Space on the street

  3 City parking deck

  4 Other city metered lot _____ (please specify)

  5 Personal parking space

  6 Other _____ (please specify)

7. Did you have trouble finding a place to park? (please circle one code number)

  1 Yes (skip to question 9)

  2 No (skip to question 9)

8. If you did not drive and park...

  a. Would you drive and park if library parking were more convenient?

    1 Yes

    2 No

  b. Would you drive and park if library parking were free?

    1 Yes

    2 No

9. Which of the following parking areas do you personally find convenient to the Library? (please circle all that apply)

  1 Library parking lot

  2 [public parking lot]

  3 [public parking lot]

  4 Spaces on the street

  5 City parking lot

  6 [private business lot]

7   [private business lot]

8   Other _____ (please specify)

10. Is parking near the Library satisfactory? (please circle one code number)

    1   Yes (please skip to question 12)

    2   No (please continue with question 11)

11. Why is parking near the library unsatisfactory? (please circle all that apply)

    1   Bad lighting

    2   Inconvenient to library entrance

    3   Meters

    4   Overcrowded

    5   Automobile traffic between parking spaces and library entrance

    6   Other _____(please specify)

12. Do you have any other comments about library parking?

Thanks for your help!

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Serving Our Public: Standards for Illinois Public Libraries

Additions to the Revised Edition, 1997

The ILA Public Library Forum Standards Review Committee reviewed the Revised Edition of *Serving Our Public: Standards for Illinois Public Libraries* and standards from several other states. Committee members also surveyed colleagues about use of AV collections; use of the Internet, e-mail, and electronic resources; use of workstations; and problems encountered when trying to fit technology into their buildings. The committee determined that the following additions and revisions would help public libraries more effectively plan and deliver service in these areas.

In considering standards for these areas, the committee followed the philosophy of the committee that first produced *Serving Our Public*: "The standards are not a celebration of mediocrity nor are they intended to provide a level of comfort by showing activities or statistics that represent a hypothetical average. Rather, the standards provide a path, sometimes difficult, to an idea."

ILA Public Library Forum
Standards Review Committee

Mary Sue Brown, Library Administrator, Woodridge Public Library, Chair

Sharon Campbell, Library Administrator, Addison Public Library

Kendi Kelley, Library Administrator, C. E. Brehm Memorial Public Library District, Mt. Vernon

Carol Larson, Library Administrator, Ela Area Public Library District

Fred Schlipf, Library Administrator, The Urbana Free Library

Vicky Trupiano, Library Administrator, Reddick Public Library.

Assistance with **Implications of Technology on Building Design** provided by Gary Wenger, Vice-President Information Technology, College of DuPage, Glen Ellyn, Ill.

Because of the evolving nature of electronic resources – method of delivery, content, ease of navigation – this particular format requires a higher degree of monitoring than those of the past (print, film, fiche, and CD-ROM). Today's reference librarians will need to engage in a continuous process of evaluation and refinement in the use of electronic resources within their communities. As is true for all collection management, the primary goal is to support the information needs of the community by providing accurate, useable, and timely information.

Applicable Core Standards

Core Standard 20 (Revised)

> The library has a telephone, a telefaxsimile machine, photocopier, and computer with ***an Internet connection***. The library provides telephone service to its patrons with hearing disabilities through a TTY (teletypewriter), TDD (Telecommunications Devices for the Deaf) or a voice relay provided by the telephone company.

Core Standard 30 (New)

> The library provides at least one computer exclusively for public access to electronic resources, including, but not limited to, the Internet.

Additional Supplemental Standards

1. At least one staff member is knowledgeable about and able to assist patrons with electronic resources.

2. The library supports ongoing training for staff in selectng and using electronic resources.

Chapter IV - Collection Management - AV Materials

Audiovisual materials account for an increasingly large percent of public library circulation. In some libraries, the figure is in excess of 35 percent. Typically, the larger and more relevant the AV collection, the higher the circulation.

During times when more than one format is known to be used by the public, librarians may need to purchase the same title in multiple formats. Short, focused surveys will reveal which formats your patrons prefer.

Appendix 4.4
Audiovisual Table

Audiovisual Materials Collection Table					
	Base	Minimum	Growing	Established	Advanced
		Equal to +/- 10% of book collection Volumes per capita plus Base.	Equal to +/- 15% of book collection Volumes per capita plus Base.	Equal to +/- 20% of book collection Volumes per capita plus Base.	Equal to +/- 25% of book collection Volumes per capita plus Base.

Population	Base	Minimum	Growing	Established	Advanced
< 1,000	200	0.5	1.15	2.35	4.25
1,000 - 2,499	600	0.3	0.55	1.5	3.4
2,500 - 4,999	1000	0.175	0.45	1.1	2.5
5,000 - 9,999	2000	0.125	0.4	0.85	2.1
10,000 - 14,999	3500	0.06	0.35	0.6	1.75
15,000 - 24,999	5000	0.06	0.35	0.6	1.6
25,000 - 49,999	8500	0.05	0.35	0.6	1.4
50,000 - 74,999	12,750	0.05	0.35	0.55	1.05
75,000 - 99,999	15,500	0.04	0.3	0.5	1.25
> 100,000	22,000	0.04	0.3	0.45	1

Example

1. Library's jurisdictional population is 30,000.

2. Library wishes to achieve the "Growing" level.

3. To the "Base" add the product of the population multiplied by the number found in the cell where the Population Category (25,000 - 49,999) and the Level (Growing) meet. 8,500 + 10,500 (.35 x 30,000) = 19,000.

Note: The "base" is not a level. It is only a figure used as part of the calculation.

The pervasive use of networked computers and multimedia equipment in the work environment adds a new element of complexity when designing a new or remodeling an existing facility. Architects need to carefully integrate technology use into all aspects of the infrastructure planning for space, lighting, electrical, and HVAC.

The guiding objective when considering technology is that the solution is driven by the workflow, not by the building backbone to workstation. The design process should be employee-centered and not technology-centered.

Employees should be asked, "How do your get your work done, what kinds of spaces do you need to support that, how do you use technology in the work product?"

Planning Considerations

1. The library obtains professional assistance to ensure that all components of its voice/data system, including power are designed to work smoothly together. Large projects, typically planning and installing a new LAN should employ a registered communications distribution designer (RCDD).

2. The design emphasizes flexibility by keeping interior walls at a minimum. In addition to those areas designated as recipients of data/voice transmission, consider how data/voice could be transmitted to all areas in the building. Walls, above ceiling, under floor, and wireless all have special requirements.

3. During the design process, plan space for computers, monitors, printers, scanners, screens, and video projectors.

4. Plan the location of windows and control of outdoor light to reduce glare. Plan interior light to meet the variety of technology–related room uses.

5. Use ergonomically designed furniture to reduce stress and body strains. Modular furniture can provide for a single electrical connection to a work area.

6. Provide clean adequate electrical power and HVAC for good operation of the equipment. Environments where there is a concentration of equipment may require special attention.

7. Provide frequent locations of electrical, voice, and data outlets along walls, and through a grid pattern of flush floor boxes for large open areas. Plug mold – a strip with outlets approximately every three feet – may be the best solution for electrical outlets along walls.

8. Plan space for network communications equipment. Consider accessibility in terms of interior maintenance and distance to exterior connection.

9. Plan for space in front of and behind equipment racks to allow access for maintenance. High speed network equipment requires ample, round the clock ventilation and cooling. All digital electronics depend on clean electrical power and an uninterruptible back up supply. The location and path of wiring in walls, above ceilings, or under floors must be separated from communications cables to reduce electrical interference.

10. Distribution closets, which house hubs and patch panels for LANs must be placed in a pattern on each floor that minimizes extreme differences in the length of cable runs. They must also be vertically aligned from floor to floor to minimize signal-degrading kinks and offsets in risers.

11. Include screen size, room heights, size of room, rear-screen video projection equipment, and ceiling mounted projections in planning for media intensive spaces such as training labs and board meeting, and program rooms.

12. Half height equipment racks and network and power connections may be accommodated within custom mill work enclosures or directly integrated into conference tables and desktops.

13. Wireless networking can now provide higher speed access to information. Depending on applications, wireless can offer lower cost solutions. Wireless uses ceiling mounted access points within a facility and access cards in PCs.

Technology Terminology

Backbone: Major artery of networked systems. Smaller networks may be attached.

Conditioned Power: Electrical service that is protected from line noise, voltage surges and spikes, brownouts, and blackouts.

Distribution Closet: A room containing equipment racks filled with hubs and patch panels for arranging connections.

Hub: A passive device for splitting LAN signals and distributing them among multiple computers, servers, and other network-attached devices.

LAN: A Local Area Network, or collection of interconnected computers, servers, and hubs within an organization. Multiple LANs linked together form a WAN, or Wide Area Network.

Premises Wiring: The communications cabling within a building or individual office/tenant space.

Riser (Management): Connections from the building backbone to separate multiple departments, typically in multistory buildings.

Router: A special purpose, active switching device that links a LAN to a backbone or links multiple LANs to a WAN. Leading vendors are Cisco, Nortel, and 3Com.

Server: A computer designated as a shared resource on a LAN. Leading vendors include Gateway, IBM, Compaq, Dell, and Hewlett-Packard.

Structured Cabling: A complete system of wiring, connecting devices, and installation standards certified to deliver a specified data-transmission speed over a LAN.

System Integrator (SI): Like a general contractor for computer systems, an SI procures and installs all the structured cabling, servers, computers, and software for a LAN.

Virtual Private Network (VPN): A private network built within a public network.

WAN: Multiple LANs linked together by physical or virtual connections.

Wire Management: A system of raceways, cable trays, and/or ducts to consolidate and organize cables within and between equipment racks or office furniture.